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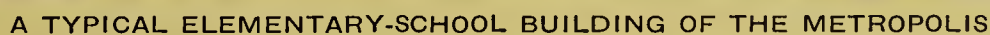






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PUBLIC SCHOOL NO. 21, MANHATTAN BOROUGH, NEW YORK CITY, IS AT MOTT, ELIZABETH, AND SPRING STS. IT IS FIREPROOF, 5 STORIES HIGH, AND CONTAINS 75 REGULAR AND 6 SPECIAL CLASSROOMS WITH 3,443 SITTINGS. THE SITE COMPRISES 52,360 SQUARE FEET, AND THE BUILDING OCCUPIES 57.39 PER CENT OF IT. THE TOTAL COST OF SITE, BUILDING, AND EQUIPMENT WAS \$1,938,886, OF WHICH \$777,244 WAS FOR THE SITE.

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SECONDARY EDUCATION has always occupied a prominent place in SCHOOL LIFE. This journal is the official organ of the National Committee on Research in Secondary Education, of which J. B. Edmonson is chairman and Carl A. Jessen is secretary. During the past year many noteworthy articles in SCHOOL LIFE have been sponsored by this committee, and others are in hand or in prospect for publication in early numbers. Among them are the following: (1) Some Impressions of Secondary Education in California. Leonard V. Koos, University of Minnesota. (2) Certification of High-School Principals. D. H. Eikenberry, Ohio State University. (3) Supervision of Organized Student Activities in the High School. Paul W. Terry, University of Alabama. (4) Certain Aspects of the Small High School in Ohio. E. J. Ashbaugh, Ohio State University. (5) The Small Six-Year Junior-Senior High School. William H. Bristow; Pennsylvania State Department of Public Instruction. (6) A Viewpoint of the Core-Curriculum in Secondary Education. Emery N. Ferriss, Cornell University. (7) Function of History in the Secondary School. Francis M. Froelicher, Avon Old Farms, Avon, Conn. (8) The National Honor Society. Edward Ryneearson, Principal Fifth Avenue High School, Pittsburgh, Pa. (9) College Admission Requirements. William M. Proctor and Edwin J. Brown, Leland Stanford Junior University. (10) Curricular Determinants in the Junior College. A. A. Douglass, Pomona College. Contributions are expected also from R. N. Dempster, Johns Hopkins University; Francis M. Crowley, National Catholic Welfare Conference; M. E. Ligon, University of Kentucky; and Jesse B. Davis, Boston University.

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# SCHOOL LIFE

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VOL. XIV

WASHINGTON, D. C., SEPTEMBER, 1928

No. 1

## The People Must Be Informed of Fundamental Principles of Our Government

*Public Officers are Creatures of the Public Will. Knowledge of Technique of Government Essential to Proper Exercise of Suffrage. America Needs Army of Young People Trained in Art of Living and in Science of Government. Tenets of Christian Religion Have Been a Wholesome Leaven in Our Western Civilization*

By HUBERT WORK

*Former Secretary of the Interior*

AT THIS TIME and in this place, for the purpose of setting another milestone to mark the highway of this institution, we recall that this is the day set apart for a Nation to honor its soldier dead, and that where we stand, brothers at war ceased to contend. Within this historic Cumberland Gap, where engines of death reigned within man's memory, has been raised this university, a monument erected to the arts of living peace.

This Hall of Citizenship which we meet to dedicate is a recognition of the higher concepts for the shaping of life. It is indirectly a contribution to good government by your chancellor who conceived the thought, and by Benjamin N. Duke, the donor, who gave it fruition. Any institution—social, economic or religious—that raises the average community intelligence contributes directly to human happiness and enlightened representative government.

### *People Delegate Business of Government*

The legislative, executive, and judicial officers of the Government are creatures of the public will. They are representatives of the vast multitude of people who must stay at home to keep the wheels of society moving, delegating to them the business of government.

The wise selection of representatives or public officers is possible only if the people inform themselves of the fundamental principles of our form of government.

Address at the dedication of the "Hall of Citizenship," Lincoln Memorial University, Cumberland Gap, Tenn., May 30, 1928.

That is what is meant when we speak of promoting citizenship. It is not instruction in the platforms of political parties, which stress passing issues, but rather the impressing upon all of our people the need for knowledge of the technique of government.

Then the selection of men to meet the questions of the day on which the Government officers in Washington must focus their attention can be made intelligently. It will be in the selection of these men that institutions like this and instruction such as it is proposed to give will make themselves felt. "That Government is strongest of which every man feels himself a part."

### *Franchise Without Understanding Is Vain*

Without foundational training in the principles of government, our selection of representatives will be swayed by ignorance and its handmaiden prejudice and the empty phrases of self-seeking demagoguery. We will be inhibited from exercising the fullness of franchise.

The real power behind our Government is public opinion, which is the composite of your opinion, my opinion, and that of millions of others throughout the country. Only when we are moved by discovered truth in forming our judgments do we become good citizens.

Every well-ordered American home is a hall of citizenship. Every institution of learning groups the human products of these homes, broadens their vision and unconsciously majors in the everyday humanities. Their graduates should bear the invisible hall mark of that which makes the world akin.

Scholarly men give a more limited definition of the so-called humanities than the routine of living would warrant. To me it is less the study of classical learning than of the sphere of human needs. After all, learning should teach us how to live—with ourselves and for others. It should make for social betterment by giving us a sense of individual responsibility, a belief in man and a faith in God.

### *Spirit of Service Sweetens the Humanities*

I like to think of the humanities as answering the call of distress, responding to the appeal of weakness, the exactions of the aged, or the tyranny of affection, in a simpler yet broader sense the attitude of helpfulness. Admiration, affection, love, and fear blend in determining our reactions to these human needs, but it is the spirit of service that sweetens them. The so-called humanities, in their last analysis, should mean the evolution and grouping for service of the highest emotions of the human mind.

By human relations we measure degrees of civilization. Our comprehensive concern as a Nation should be the fiber of our people, which is necessarily grown in the home.

America has been a theater of changing scenes. Nothing man has made is old in our country, except the ideals of representative government, framed for us but left flexible enough to meet changing conditions. These ideals of liberty and justice, while binding us together as a Nation, are yet the basis of our relationship with each other.

Our country has but one need now—a peace-time army of young people trained



in the art of living and in the science of government. Two millions of young Americans become voters each year. One million are in colleges and universities. If the proper study of mankind is man, then the logical avenue of approach is through their congregated association, particularly during the impressionable college years.

#### *A New Country Within 15 Years*

Our developing civilization has multiplied the demands of living to a point where the adjustment of human relations has become most complicated. The exactions of daily routine are so varied that to meet them demands a flexibility possible only to a trained mind in active use. Ours has become a new country in 15 years. Its social customs, economic practices, political policies, and educational vision have changed. Our young people are now older in worldly knowledge and have advanced their position in the world of affairs. Their bright minds react quickly while seeking the facts on which to base their conclusions. Clear thinking is needed in the competitions of life, and it is peculiarly the province of modern education to make us seekers after the truth.

Science startles us daily with discoveries and leaves us wondering, but offers no Messiah. In a word, a few decades have brought us greater material fruits than many preceding centuries, but in the sphere of human relations we have crawled slowly through 2,000 years. Before the opening of the Christian era Aristotle, who was unable to fathom the simplest principles of physics, became a master in the humanities. He was the greatest scientist of his day, yet he failed to explain gravitation or motion; but as a humanist he wrote treatises upon politics and ethics which have rarely been equaled or surpassed. The humanities as he viewed them are the corner stone of all human progress since his time.

#### *Dazed by Wealth and Opportunities*

But now the United States ranks first in finance and intelligent vision among nations. Its more than one hundred millions of people are dazed by its immense wealth and unlimited opportunities. How shall we move to instill a sense of obligation among our citizens and establish the equilibrium between the materialistic and the spiritual elements in our civilization?

Education and enlightenment are obviously needed, but they will not in themselves be sufficient. Knowledge does not always insure good. Few are found who practice all the virtues they comprehend. We need a new understanding of the relation of religion and its moral power to civilization. We need an

infusion in our citizenship of the qualities of reverence, humility, and, if you please, Godly fear, with the desire for service and the love of truth for truth's sake, which were dominant in the character of Abraham Lincoln.

The tenets of the Christian religion, with their emphasis upon giving, sacrificing, submission, and respect for others have been a wholesome and saving leaven in our western civilization, particularly in America. Deny, if you choose, that we live after death, nevertheless we must use these tenets of religion in this materialistic life or perish. We must find a way to interpret them again to a new, modern world, hoping to arrest its attention.

The French philosopher Amiel, describing his conception of the difference between humanism and religion in a paragraph said:

#### *How Humanism and Religion Differ*

"Christianity brings and preaches salvation by the conversion of the will, humanism by the emancipation of the mind. One attacks the heart, the other the brain. Both wish to enable man to reach his ideal. But the ideal differs, if not by its content, at least by the disposition of its content, by the predominance and sovereignty given to this for that inner power. For one, the mind is the organ of the soul; for the other, the soul is an inferior state of the mind; the one wishes to enlighten by making better, the other to make better by enlightening. It is the difference between Socrates and Jesus."

These were the words of a master mind of the last century, yet a great surgeon of world renown said to me recently, when commended for his achievements, "If I have succeeded it has been from the heart; not from the head."

#### *Spiritual Reactions Need Few Words*

That there is a physical man and a spiritual man is as true now as when first said. Our physical relations are turned by daily contacts with our associates. Souls attuned to the finer things of life, though differing in expression, may yet commune with each other, for our spiritual reactions need few words. The child and its mother, the husband and wife, the banns of a golden wedding, and the broken heart of the one left are all witnesses to dependency, each upon another, for affection, protection, fortitude, and communion of minds through the language of the heart. There may be life, but not living, without that instinctive understanding which is comprehended in the new commandment. Only those can understand the fullness of life who may look back to the same joys and

sorrows, want and plenty, shared alike with another having mutual anxieties and hopes.

These experiences of life may group themselves into a composite of the humanities. These homely attributes are bound up in the hearts of mothers, to be reflected through the souls of children and men to infinity, bringing back to us that which they had given. We think we are getting help from others. Therein lies all of help there is.

#### *We Live Through Our Memories*

A presence or a memory is that through which we live. I have come again to this university, lured by memories of one who shared my interest here. From similar environment she went out and filled acceptably every station in life wherein placed. In her girlhood, when dreaming of a wider sphere in the world outside, she, too, had listened to the singing silence of the forest you have heard, and later saw reproduced here, memories of her own youth. A President and his Cabinet paid silent tribute to all that is best in American womanhood as they stood where she finally rested.

"O Lord, by these things men live, and in all of these things is the life of my spirit; so thou wilt recover me and make me to live."

There is a similar potential quality which will bloom in the heart of each young girl here if she but conquer fear by faith, for "There is naught old and naught new, and faith remains the compass of the soul."

It is the maternal instinct that fosters the child and controls the man. Every man who has impressed himself on the greater things of life came from a great woman. From a woman of the mountains came Abraham Lincoln, a child of the forests, whom some revere as the greatest man since the Christ, for what he was all would like to be, yet none has ever become. He, too, grows more vivid as time fades.

#### *Higher Life Lies in Realm of Fancy*

The Carpenter's Son and the rail splitter, the two greatest humanists, are remembered for their sympathy. All may recognize, but few can understand the motive which inspired it, and none at all can discern its origin or the metaphysical reasoning it invites. Yet within its realm of fancy lies the higher life.

Both of these immortals were born in obscurity; both toiled through adolescence; both had within them that which marked them as apart from their fellows. The One came to deliver the souls of men, the other to free the bodies of men. The One was crucified, the other was assassinated. Their contemporaries could not understand that which actuated them.



Biologists would seek to explain the chance union of like cells from different lines of descent as causing like results. However this may be, the struggle of nature is for symmetry, whether of mind or body. There are no straight lines in human anatomy, and the unbalanced mind is abnormal. The symmetry of Lincoln's body was said to be second only in anatomical outline to Angelo's great statue of Moses, admittedly the noblest conception of physical perfection. In the face of Lincoln there was not a commonplace line and his hand was an artist's model. Abraham Lincoln's presence was impressive to the dullest.

#### *Abraham Lincoln a Great Humanist*

Can science demonstrate life? Or explain the mechanics of symmetry? Each of us entertains his own conception of beauty. A storm, terrorizing to one, may fill the soul of another with ecstasy. The "homeliness" of Lincoln has become traditional to the thoughtless; to sculptors it is an inspiration. It is character, not features, that beautifies men and women; the commonplace is never attractive. Character is the sum of traits that are in harmony, and its unspoken language is read in the human face. Character is the truth of a man. Its elements are his inheritance and necessarily the foundation of his matured personality. The rail splitter became the emancipator; the angular youth, an artist's model; the untaught boy, when matured, was a master of rhetoric; and the village jokester solved the gravest problems of a great Nation torn asunder by internecine war. First of all and through every crisis, he was a humanist.

#### *Happiness Determined by Our Humanism*

Our happiness in the home, success in business, our place in the world, and our national ethical supremacy are determined by our humanism. The memory of every great name in American history is based thereon and only those recalled with reverence were threaded through with tenderness. Surely "The All Good are the All Loving, too." Our heroes becoming historical may have been warriors, but their conquests were made in the interests of citizenship, to preserve it to our own people, always in defense and never for the capture of property or in reprisal.

#### *Men Sensitized to Human Appeal Live Longest*

The solving of our own obscure life's perplexities is difficult. Community life aids us, but the problems of continuing a Nation can only be foreseen through the prescience of those specially gifted, and dealt with by master minds attuned to human needs.

How should we interpret the humanities, if not simply as the brotherhood of

man? The names that have lived longest are those of men sensitized to human appeal, forgetful of self and obedient to a higher authority.

The founders of Lincoln Memorial University have brought into these mountains a precious heritage—the culture of the ages. A vague, intangible thing, perhaps, portrayed by books and some of the arts and crafts of civilization, yet with them came the atmosphere of the living world, which has now been made accessible. In these days we travel the highway of life with seven-league boots, but where is there such dramatic force as in the simplicities of life?

#### *Youth's Highway of Adventure*

We have all known the old road to town. Beginning as a trail at the cabin door, perhaps, but leading into a well-worn road pushing its sinuous way between difficult hills through the country to the threshold of your town or mine, far from its obscure source. "Winding around as old roads will, here to a meadow and there to a mill," it is a highway of adventure to youth, the avenue of dreams in maturity, and the road traveled backward in old age through the mists of memory.

Along its dusty path have journeyed prosperous farmers and penniless wanderers; barefoot children and ambitious youth, "to seek their fortunes farther than at home;" the circuit rider, pioneering for the church, and itinerant merchants, exchanging the gossip of the countryside with the purchasers of their wares. Some who traveled its way were shrewd confidence men; others later built transcontinental railways. These and many others have left their mark upon the road to town, on the town itself, and some upon the Nation.

I have preferred to be reminiscent rather than prophetic. Indeed, the theme given me has compelled it, and it is only from the known that we may philosophize.

#### *Human Associations Remembered Longest*

What I say here will not be remembered, but what you may do will leave its impress on the descendants of those who go from here. It will not be these great buildings or these attractive environs you will remember longest, but your fellows on the campus, your contact with instructors. Their precepts and human traits will be woven into your consciousness to live with you as pleasing memories. It is the direction of the first step, rather than the length of it, that is of greatest importance, particularly to young people, for to-morrow is but to-day moved forward. If I might inlay on the lintel of these doors in letters of purest gold these words "Ponder the path of thy feet," I would be content.

## Persia Undertakes Industrial and Technical Training

Since the abrogation of capitulatory treaties, the Persian Government has made plans and taken steps to train a number of Persians in technical pursuits. Considering that western Europe and America owe their superiority to their industrial and technical efficiency, the Persian Government wishes to train as many of its subjects as possible to become expert in some line hitherto exclusively in European hands. A whole series of bills have been introduced into the Medjliss looking toward this goal. A few that have been passed are the following:

1. Employment of two German master carpenters for three years, with annual salaries of 2,400 and 1,700 toman, to direct the professional school at Shiraz. Machines and tools have already arrived.
2. To send 100 students to Europe to take engineering degrees in civil, mechanical, and metallurgical engineering.
3. Establishment of a school of posts and telegraphs.
4. Employment of 14 French instructors in chemistry, physics, law, natural history, etc.
5. Employment of two German iron-smiths at 2,400 toman each per year.
6. Employment of a paper manufacturing expert to establish a paper factory in Persia and train Persians in the art of making paper.

Other measures cover instruction in medicine, agriculture, silk production, cement making, and other subjects in which Europeans and Americans excel.—*David Williamson, American Vice Consul, Teheran.*



## Americans Will Make Educational Tour of Germany

A tour of German educational institutions has been planned for the summer of 1929 under the joint auspices of the International Institute of Teachers College, Columbia University, New York City, and the Central Institute for Education and Instruction, Berlin. Six weeks, beginning June 17, 1929, will be devoted to visiting different types of German schools in a number of important cities, under the official direction of the German educational authorities. The party will assemble at Hamburg or Bremen, and will disband in time for the meeting of the World Federation of Education Associations at Geneva during the last week of July. It will be limited to 25 members, and only persons having some command of the German language will be accepted. The total necessary expense for approximately six weeks to be spent in Germany will be \$350.



# A School System of Great Extent, Bewildering in its Ramifications

*New York City Public Schools Enroll More than a Million Pupils and Offer Instruction of Many Types. Vocational Education is an Established Feature and a Hundred Trades are Taught. Children Handicapped in Any Way Receive Instruction Suited to their Condition. Complicated Machinery Moves the Organization. City Superintendent is Educational Manager*

By SAMUEL P. ABELOW

*Teacher of History, Julia Richman High School, New York City*

EXTENT and variety are the outstanding characteristics of the school system of New York City. No other municipal school organization in the world approaches it in the imposing numbers that must be used in describing it. More than a million boys and girls attend upon its instruction; 900 buildings are required to shelter them, and from 250 to 6,000 congregate under one roof. About 34,000 men and women are employed in teaching them and in the supervision of that teaching. The expenditure of \$131,700,680 is required in the coming year, exclusive of the cost of new buildings, and for that purpose \$27,971,000 was reserved in 1928.

## *Much More Than Core Subjects Taught*

The standard academic subjects which the experience of the ages has shown to be essential are the main business of all the schools; but the schools of the metropolis teach a great deal more than the core subjects. All sorts of vocational subjects

are included in the curriculum. In commenting on this phase of schooling, Louis Marks, member of the board of examiners, who has charge of the licensing of teachers of vocational subjects, recently said:

## *Experience Required of Teachers of Trades*

"The number of different trades taught in the various schools of our system amounts approximately to 100. Among the trades taught by regularly licensed teachers are carpentry, printing, machine-shop practice, shoe manufacture, fur cutting and operating, etc., for boys. Among the trades for girls are dress-making, millinery, novelty work, manicuring, and shampooing, power-machine operating, etc. To be eligible for any of these licenses, applicants must have had at least five years' journeyman trade experience, and must show the completion of 480 hours of approved industrial teacher-training courses. These courses are given free at Hunter College under the direction of the New York State Depart-

ment of Education and hundreds of persons who are successful workers in their trades are now being trained to become teachers of those trades. The work is rapidly growing and becoming more and more systematized. In an industrial city like New York, there is always a need for trained workers in the various industries, and the schools are making an excellent effort to meet the needs in this field.

## *Vocational Training Has Proved Its Value*

"Vocational education in this city is no longer an experiment. It has proved its value and is now an accepted part of the plan of the board of education and the board of superintendents for increasing the usefulness of the schools in adjusting the youth of our city to the life they will have to enter as young men and young women."

The community is interested in the organization of the school system to meet the various types of children. Because



The new Jamaica High School accommodates about 4,000 pupils and cost \$3,224,452



of the ever-lengthening period of preparation for the professions, many parents want their children passed through the elementary schools as rapidly as possible. Some authorities want the children to take the normal time, but to have an enriched curriculum, if bright; or an abridged curriculum, if slow. The problem is complicated by the fact that a great many children are absolutely unfit

cripples in the schools and for cripples in hospitals and convalescent homes; for children temporarily in hospitals; for tuberculous children; for children suffering from malnutrition or who have been in contact with tuberculosis; for undernourished children; for homebound children; and for cripples and cardiacs. New York City is the only city in the State that has made provision for voca-

I was admitted to the kitchen. I think there were not more than two bedrooms and a kitchen to the whole apartment. In one part of the room was the mother with a baby in her arms; three other children were around, and a little boy was tugging at the dress of the little girl who was studying. Pots and pans, cups and saucers, were all about. The thought came to me, How can this little girl study? How can this child be expected to learn lessons under these conditions? It seems to me that such conditions prevail in a great many homes in the city of New York, especially in the poorer sections. Further, the parents can not enlighten the children or help them out of their difficulties."

#### *Parents Have Confidence in the Schools*

The spirit of helpfulness, the effort to appreciate the difficulties that confront the child, the determination to understand the fundamentals of the educational process, which animate the rank and file of the teaching staff as well as the leaders, characterize the school system of the city of New York and inspire the parents of the pupils with confidence in the efficacy of the public school.

The twenty-eighth Annual Report of the Superintendent of Schools bewilders one with the variety of activities conducted by the board of education and the multiplicity of suggestions offered for improving the system. These suggestions impress one with the thought that earnest effort is made to help the individual, to direct mass education in such a manner as to save the individual from submergence.

The New York school system, then, means children, buildings, teachers,



School libraries are an essential factor in instruction

to carry on the normal work of the schools. In her last report to the superintendent of schools, Miss Elizabeth E. Farrell, inspector of ungraded classes, stated:

"With the introduction of psychological tests, the measurement of human intelligence was made possible. This confirmed the knowledge long held by teachers. Mental measurement has proved that from 2 per cent to 5 per cent of the children of school age are of such mentality as to be entirely unfitted to pursue the studies of the traditional school curriculum."

Since the average daily register in the regular day schools is about 1,000,000, it is evident that from 20,000 to 50,000 are unable to pursue the studies of the traditional curriculum, and special courses must be devised for them.

#### *Continuation-School Law Is Enforced*

Special provision has been made for those boys and girls who are affected by the continuation school law. This law applies to those who have not graduated from a four-year high-school course or have not completed their seventeenth year.

Special provisions also have been established for the physically, mentally, and morally handicapped. There are classes or other provision for the mentally handicapped; for the blind in elementary and high schools; for sight conservation; for

tional training for crippled children at home and for crippled children in high schools.

The conditions of life that surround many of the pupils were thus described by Superintendent William J. O'Shea:

"When I was a district superintendent, I remember visiting the home of one of the pupils in my district, in a house on Sixteenth Street, near Eleventh Avenue.



Woodworking is taught in the continuation schools



money, curricula, methods—and the public. All these forces must be scrutinized from various angles and combined into a composite picture in order to get a clear concept.

The machinery that moves this stupendous structure is very complicated and requires careful study to understand it. The Legislature of the State of New York decided that the legal head of the system shall be the board of education, consisting of seven members appointed by the mayor of New York City for a term of seven

period of one year. As the legal head of the school system, the board is responsible for everything pertaining to the proper functioning of the schools. In practice, however, the board manages the physical features of the system, while the pedagogical work is supervised and directed by the board of superintendents. The board of education appoints the teachers and the principals of elementary schools from an eligible list prepared by the board of examiners, and appoints the directors, the district and associate

The educational manager of the city is the superintendent of schools. He is chosen by the board of education for a period of six years, from the members of the board of superintendents. Since 1898, when New York City was organized by the consolidation of several adjoining cities, the superintendents have been Dr. William H. Maxwell, who served from 1898 until 1916, when he was retired as superintendent emeritus on account of illness; Dr. William L. Ettinger, and the incumbent, Dr. William J. O'Shea. Doctor O'Shea was a class teacher, principal, district superintendent, and associate superintendent, respectively, before he was elected superintendent.

#### *Associate Superintendents Have Large Powers*

Lower in rank than the superintendent, although exercising coordinate as well as independent powers in their respective fields, are the associate superintendents, eight in number, who, together with the superintendent, form the board of superintendents. Each associate is responsible for the proper development of one or more of the activities which are conducted by the schools. Dr. Harold G. Campbell is responsible, among other things, for the high schools; Miss McCooley, for the classes of ungraded children; Dr. Charles Lyons, for the transfer and the nomination of teachers; Joseph M. Sheehan, for the evening schools and extension activities; Gustave Straubemuller, for the training schools for teachers; Edward Mandel, for the classes of the elementary schools.

Another group of administrative and supervising officials consists of the district superintendents who are elected by the board of education upon nomination of the board of superintendents. District superintendents are chosen from the principals who have done meritorious service. There are 33 district superin-



Supervised games are enjoyed at the vacation-school centers

years. The first board of education of the city consisted of 19 members. This number was increased to 46, and a few years ago the number was fixed at 7 in order to reduce to a minimum the influence of the mayor on its deliberations. With this end in view, the term of service is seven years, and the term of each member begins in a different year from the others. Under this arrangement the mayor may appoint only four of the seven members during his administration.

The present members of the board are: George J. Ryan, president; M. Samuel Stern, vice president; Mrs. Margaret McAleenan, Ralph R. McKee, Arthur S. Somers, William J. Weber, and C. C. Mollenhauer. Although no pay is attached to the office, it is very honorable and very popular. Mr. Stern has been connected with this board for more than a quarter of a century; Mr. Somers for more than 35 years.

#### *Board Members Busy With Conferences*

The board meets regularly twice a month, except during July and August, and holds special meetings from time to time. The stated meetings, the special meetings, the private conferences, and the interviews with teachers keep the members very busy. The president has set aside Thursday afternoons for special interviews with teachers and others.

The members of the board elect the president and the vice president for a

superintendents, the superintendent, and many other employees. The board decides on the location and construction of new school buildings. It maintains its own building bureau for the planning of new buildings and for the supervision of construction. The board must approve the important policies of the pedagogical staff and prepare the educational budget. It also executes the State educational law applicable to the city. In short, the board of education is the educational council of the city.



Evening classes in citizenship are attended by adults eager to learn



tendents, each in charge of one or two school districts into which the city is divided, and each performs such duties as are required to develop a school system. A district superintendent's average pupil load is about 31,692.

Some of the problems and the difficulties that confront the district superintendents are indicated by the following comments:

District Superintendent Stephen F. Bayne said that his plans for improving the schools of his districts included:

"1. A wider application of standard tests and measurements.

"2. The grading of all children on the basis of either intelligence tests, school accomplishment tests, or both."

District Superintendent Perry said that with much attention demanded by the problem of new sites and buildings, with no official means of transportation over the next largest district in the city, it is evident that his influence as pedagogic leader and investigator has been greatly reduced.

#### *Marked Improvement in Slow Pupils*

District Superintendent Charles E. O'Neil said that the homogeneous grouping of pupils in each grade has proved very successful. There has been a marked improvement in the scholarship of the slow pupils. Special attention has been given to the problem of retardation. The number of retarded pupils has been reduced appreciably. The plan of encouraging overage pupils to attend summer schools will work a still further reduction in the number retarded.

Each school is in charge of a principal who is selected from an eligible list prepared by the board of examiners. A principal may have from one to three heads of department to assist him in his administrative, executive, and supervisory work. These assistants are also selected from a list of eligibles.

Each class is in charge of a teacher, selected from an eligible list, who enjoys life tenure after a probationary period of three years is passed satisfactorily. The teachers are so well prepared for their jobs and so carefully selected that very rarely does one lose his job.

An integral and integrating part of the school system is the board of examiners, which consists of seven members selected from an eligible list prepared by the municipal civil service commission. This board started to function in 1898 with four members; its efficiency and importance have ripened with years and experience. During one year the board conducts about 125 different examinations, each of which is taken by from 100 to 1,200 candidates. During the year 1925-26, the prodigious number of 27,482 candidates were examined for teaching and supervising positions.

The machinery, thus described, has been developed for the purpose of stimulating the spiritual growth of the men, women, and children who are engaged in the educative process. The system consists of more than buildings, land, books, money, blackboards, paper, and supplies. It consists of living men and women; thoughtful men and women; active, progressive citizens; of thousands of live, restless, growing, protesting, dissatisfied boys and girls—subnormal, normal, and bright children; children from all kinds of homes and environments, products of all races and all climes. This heterogeneous mass must be converted into good, loyal Americans. To accomplish this task the citizens of New York are willing to spend millions of dollars every year.

With a system of such enormous extent, one naturally wonders how it is possible to avoid losing the individual in the mass—how his individuality is preserved and developed. This important matter is never overlooked. Superintendent William J. O'Shea on September 21, 1926, called a conference of district superintendents and requested them to assemble their teachers at some time during the year for the purpose of bringing about a more general understanding of the aims and uses of the study period, so that each pupil might learn to study effectively both in school and at home. In March, 1927, every district superintendent assembled his teachers and addressed them on the art of teaching pupils how to study.

#### *Strive to Apply Effective Methods*

Copies or abstracts of these addresses were filed with the superintendent of schools, a composite of the addresses was made by a special committee of the district superintendents, and printed by the board of education. Each teacher was presented with a copy of the report. By special conferences of teachers with their district superintendents and principals, by the researches of the bureau of reference and research, by means of experimental schools, by scientific grading of pupils, every effort, as far as is humanly possible, is made to adjust instruction to the ability of the individual, to discover and apply the most effective methods of teaching, with the development of the individual pupil as the primary aim.

The board of superintendents is now engaged in the task of overhauling the entire curriculum of the elementary school. Doctor O'Shea appointed a general committee for the revision of the course of study. This committee is composed of Dr. Gustave Straubenmuller, chairman; Dr. John S. Roberts, vice chairman; Stephen F. Bayne, Dr. John P. Conroy, and Joseph S. Taylor. The committee decided to carry on the work of revision through teacher participation, so that the

professional experience, thought, and judgment of the teaching body might be used to the utmost. District superintendents were requested to submit the names of principals and teachers who were best fitted to serve on committees for the different subjects. From these, 19 committees were formed. Each committee is to write a course of study and syllabus in its subject for grades 1A through 8B, for normal progress pupils. The adaptation and modification of these courses and syllabuses to bright and to slow pupils will be done by special committees.

The principles underlying the curriculum as stated by the general revision committee are: (1) The ethical principal; (2) the principle of health; (3) the sociological principle; (4) the principle of culture; (5) the principle of emotional, æsthetic, and volitional development; (6) the psychological principle; (7) the principle of coordination; (8) the principle of continuity and growth; (9) the principle of individual differences.

Many perplexing problems confront the committee. What weight shall be given to each major subject? What facts shall be emphasized? What facts shall be subordinated? How much time shall be devoted to the teaching of decimals, in view of the fact that decimals are not used in many life situations by most of the people? What shall be taught in geography? What attention shall be given to formal grammar? What provision shall be made for the normal, the slow, and the bright pupils? These are sample questions that the curriculum makers must answer.



### **Increasing Efficiency of Interscholastic League**

More than 5,000 white schools in Texas hold paid-up membership in the Interscholastic League of the State. The league was organized in 1911, and is fostered by the University of Texas extension division for the promotion of interschool educational and athletic contests. Increase over the school year 1926-27 was 518 member schools. Originally the league embraced negro schools as well as white schools, but in 1921 the Texas Interscholastic League for Colored Schools was established independently.



Announcement of the Fourth Pan-Pacific Science Congress, to be held in Batavia, Java, Netherland East Indies, in May, 1929, has been received by the Interior Department, Bureau of Education, through the State Department, from Mr. J. H. van Royen, minister at Washington of the Netherlands Government.



# Colleges Are Trying to Be of Greater Help to High Schools

*More Effective Teacher-Placement Agencies would be Beneficial. Colleges Might Aid in Improving Teachers in Service. Developments in High School Organization Should be Recognized by Changed Requirements for Admission*

By J. B. EDMONSON

*Professor of Secondary Education, University of Michigan*

HOW the colleges can help high schools is a question that is in no sense a new one; it has been the subject of acrimonious discussion at many meetings of high-school leaders. It is, however, a question that can be discussed in a freer and friendlier spirit than has been possible heretofore. In the past there was little evidence that the colleges were concerned with seeking ways of helping the high schools. They seemed to be concerned rather with discovering ways of insuring that the high schools should meet their demands. Fifteen or twenty years ago there was plenty of evidence of a dictatorial attitude on the part of the colleges. As a result of this irritating attitude, a conflict of opinion developed between the sponsors of high schools and the faculties of the colleges. Within the past few years, however, this attitude has changed and colleges are now trying to be of greater help to the high schools.

## *Should Provide Adequately Trained Teachers*

The colleges can help the high schools in many ways. One of these is by preparing for the secondary schools teachers adequately trained in subject matter and by professional courses. Our colleges need to be more careful about their selection of persons who are to take training for entrance into the teaching profession. There is some evidence that our colleges have been too little concerned with the selection of prospective teachers and too much concerned with the turning out of large numbers of graduates.

Doctor Norton, director of research for the National Education Association, declares, "At the present time there are probably more trained teachers in the country than there are positions which pay a professional wage. Yet some teacher-training institutions continue to accept and train practically all who present proper admission credentials, with little consideration of the number of new teachers needed each year, or of what is often of greater importance, the number of positions open each year which pay a wage which their graduates will accept.

Address before the Administrative Conference of the Michigan Schoolmasters' Club, Ann Arbor, Mich., April 28, 1928. Publication sponsored by the National Committee on Research in Secondary Education.

The result is that some teacher-training institutions are graduating more teachers than they place \* \* \*. Scientific study and statesmanlike action are essential if teacher supply and demand are to be properly balanced. If this is not done a swarm of evils will result. Teachers' salaries will be reduced. Many capable teachers will leave the profession. New recruits will come from the least promising high-school graduates \* \* \*. We need the substitution of an intelligent for the present laissez-faire policy of teacher preparation, so that the number of teachers graduated each year will balance with the number of new positions which a trained teacher will accept."

I am convinced that our colleges could with profit adopt some of the policies followed by President John Munson of the Northern Michigan State Teachers College. He is urging high-school principals to refuse to recommend to his institution those high-school graduates that the principals would not be willing to take back into their schools as teachers. Further, President Munson refuses to allow students to take certain courses required for the teacher's certificate unless their scholarship gives promise of successful careers as teachers. Of course, such policies as President Munson is following will not cause his institution to grow as rapidly as it might otherwise, but the contribution of such policies to the teaching profession will be of real significance. We are adopting policies in the school of education of this university that are designed to place the same emphasis on quality rather than on quantity.

## *Maintain Effective Placement Agencies*

The colleges can also help the high schools by maintaining effective teacher-placement agencies where reliable estimates of inexperienced and experienced teachers may be secured. Too frequently the college teacher-placement agencies can furnish little or no information about their successful graduates of former years, and too frequently these placement agencies are solely concerned with placing their inexperienced graduates. It is my opinion that the emphasis upon the placement of inexperienced college graduates by college placement agencies has done much to retard the progress toward

high standards of preparation and higher levels for teachers' salaries. The colleges can help the high schools by spending more time and money on the development of effective placement agencies that are dominated by a desire to render the best type of service to the high schools.

## *Assist in Training Teachers in Service*

The colleges can also assist the high schools with the problem of training teachers in service. It is common knowledge that beginning teachers are inadequately trained. They are, therefore, in need of much supervision and training after employment. It is generally conceded that teachers of experience are frequently out of touch with the newer materials of instruction and uninformed concerning newer methods and results of investigations in their fields of instruction. High-school authorities are becoming convinced that a program of training for teachers in service is quite as essential as a program for improving the material equipment of the schools. Colleges can be of real assistance in carrying on such programs by furnishing experts for conferences, by sending speakers to local institutes, by organizing special courses in summer sessions, and by furnishing the results of research and experimentation to the teachers in our secondary schools.

## *Give Beginners a Fair Start*

The colleges can help the high schools by treating entering students with such consideration as will enable them to make a fair start in their college work. Unsympathetic treatment accorded entering students has been very severely condemned by President Little, of this university, and his plea for more humane treatment of entering students has been warmly applauded by the representatives of the high schools. The high schools want the colleges to give counsel and to extend supervision to the first-year students, especially during their period of adjustment. The high schools also want the content of courses and methods of instruction in first-year courses adapted to the preparation and maturity of entering students. In the 1928 report of the National Education Association on the question of the relationship between high schools and colleges there appeared the following statement: "The colleges should not only recognize that the first year should be a year for the exploration of abilities, but they should also recognize the fact that the raw recruits from the high schools are young and tender. It is hard for the college to bring itself down to the level of the high-school graduates. \* \* \* College entrance requirements have been discussed until the subject is almost threadbare, but not enough has been said about what colleges do with the high-school graduates after they get



them. They need more personal attention than the colleges have thus far been able to give. This difficulty presents a greater problem than ever, now that so many high-school graduates are knocking for admission to college."

#### *Set Up High Standards of Scholarship*

The colleges can help the high schools by defining the requirements for entrance to college in such terms as will help the high schools to set up high standards of general scholarship and school citizenship. The better high schools are placing much emphasis upon standards of school citizenship. This does not mean that these schools are neglecting to emphasize general scholarship. However, many principals are convinced that effective training for adult citizenship necessitates placing marked emphasis on school citizenship during the secondary school period. In increasing emphasis on school citizenship, the colleges can help the high schools by making such changes in the entrance requirements as would take account of the citizenship marks given pupils in the secondary schools.

The colleges can help the high schools by showing a willingness to make such changes and adjustments in entrance requirements and first-year courses as will take account of the developments that are taking place in the high schools. It is needless to say that the curriculum of the secondary school has been undergoing revolutionary changes in the last 10 years. These changes have affected the work in science, mathematics, social science, English, and the languages. It is unfortunately true that college courses are in many cases framed in terms of the secondary-school work that was given prior to 1900.

#### *Permit Selection of Best Candidates*

Professor Proctor, who has made a special study of the problem of preparation for college, declared in the 1928 report of the National Education Association, "The college should so order its admission requirements and its course of study as to permit the selection of the highest types of young persons who have demonstrated in the high schools their promise of leadership in various lines of human effort—in music, in art, in mechanics, in business, in literature, in social service. Our present methods of admission tend to select only those capable of mastering abstract academic subjects, shutting out those whose interests and abilities incline them to artistic or mechanical achievement." The colleges can help the high schools by maintaining a more sympathetic relationship for movements in education and by making changes in terms of the modifications that have come in the high schools.

The colleges can help the high schools by keeping the high schools well informed concerning the quality of success attained by students during the first year. Many of the colleges are doing this, and recently the Michigan Association of Collegiate Registrars expressed a willingness to cooperate with the high-school inspectors in organizing information annually on the success of pupils in their first year of college work. This attitude of the registrars is very commendable. In all probability, a report will be issued each year showing the success with which the graduates of the different high schools of the State have maintained themselves in the Michigan higher institutions. Such information is certain to have a stimulating effect on the students of the secondary schools. It may also serve to call attention to need of improvement in the articulation between the secondary schools and certain institutions of higher education.

#### *Encourage Pupils to Continue Education*

The colleges can help the high schools in the work that the secondary schools are now doing to cultivate a genuine desire on the part of pupils to continue their education after graduation. It happens too frequently that the very best students in the graduating classes do not go on to college. In some cases this is due to the lack of financial means. In other cases it is due to a lack of conviction that college work is worth while. Many of the talented graduates of our high schools discontinue their formal education before they have acquired sufficient training to be fitted for places of responsibility and leadership. The college can help the high school by offering scholarships to deserving graduates and by furnishing encouragement to graduates to continue their work in some college.

#### *Cooperation in Defining Requirements*

The college can help the high school by cooperating with the high schools in defining the quantitative and qualitative requirements for the different high-school units. In former times, the colleges formulated definitions of units without consultation with the high schools. At present there is some evidence of a disposition on the part of the secondary schools to define units without consideration of the demands of colleges. Neither of these policies is conducive to the best interests of the pupils, and I am very much in favor of the formulation of a definition of these units in a cooperative manner. This year the executive committee of the Michigan Schoolmasters' Club is bringing to the attention of its different sections a recommendation relating to a plan of cooperation in defining the different units.

The colleges can help the high schools by furnishing the services of experts to assist the high schools in solving curricula, personnel, building, financial, and instructional problems. Most of the colleges are offering courses in education, and it is reasonable to expect these courses to be in charge of individuals possessing sufficient experience and training to be of real help to the high schools in solving problems.

The colleges can help the high schools by taking advantage of the marked willingness of high-school teachers and principals to cooperate with the representatives of colleges in informal conferences and in educational associations. I have been much pleased with the evidence already at hand of the desire of high-school teachers and principals to meet with representatives of higher institutions. I have been at a loss to understand why more of the higher institutions do not meet the secondary-school teachers halfway.

I have not exhausted this topic of the kinds of help that colleges could give the secondary schools, but I have mentioned a sufficient number of activities and relationships to show the possibilities of service.



### New York Charter for Chilean School

A provisional charter for the Santiago College for Girls, located at Santiago, Chile, has been granted by the Board of Regents of the University of the State of New York. The institution was established in 1880 as a school for the education of girls from American and English families, but it now includes among its students many Chilean girls. Courses from kindergarten through high school have been offered, and the curriculum will hereafter include higher studies. This is the second institution in South America which has been chartered by the board of regents, the first being Mackenzie College of Sao Paulo, Brazil.



### Students of Agriculture in the Minority

Of the 142,111 resident students enrolled in land-grant institutions of the United States during the school year 1925-26, more than a third, 34 per cent, were registered for courses in arts and science, 20.5 per cent in engineering courses, 9 per cent in commerce and business, 8 per cent in agriculture, and 7.2 per cent in professional education, as shown by a report on land-grant colleges by Walter J. Greenleaf, associate specialist in land-grant statistics of the United States Bureau of Education, published by the bureau as Bulletin, 1927, No. 37.



# SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
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INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

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SEPTEMBER, 1928

## Valediction

I AM LEAVING the Bureau of Education to take up work again with one of the State universities. It has been difficult to bring myself to the point of severing the congenial relationship which I have enjoyed through the Bureau of Education. The years spent here have been pleasant and stimulating. I have found the school people of the country everywhere vitally interested in the efforts of the Federal Government to serve them in their school problems. I want to thank all those who have with unfailing courtesy cooperated with the bureau and with me. I shall cherish always the friendships, both personal and professional, which have been made here.

In more than seven years' time in which I have had the honor to act as Commissioner of Education for the United States, I have seen the school system of the country move forward in a most gratifying way. The growth and dignity of the teaching profession have been remarkable, expenditures have been more than doubled, the curriculum has been largely reorganized, a gigantic building program has been carried on throughout the Nation, and enrollments have increased rapidly in secondary and higher education. The outlook for American education and incidentally for the Bureau of Education was never brighter. For these evidences of progress thousands of unknown teachers throughout the public-school system should have the major credit. Next to them the administrative officers are to be congratulated. It is a pleasure at this time to offer my felicitations and good wishes for continued progress. May I take this opportunity to bespeak for my successor, whoever he may be, the same loyal cooperation and support which has everywhere been tendered me. With new leadership and new ideas emanating from this officer, there should come a larger service to American education.

I wish also at this time to commend to the school interests of the country the new Secretary of the Interior, the Hon. Roy

O. West, who comes with great enthusiasm and a splendid background for education. He has been actively engaged in educational work for a long time. He is a Phi Beta Kappa, a graduate of De Pauw University, and is now president of the board of that institution. I have marveled at his knowledge concerning the work of the Bureau of Education. The new Secretary has been interested in the work of the Bureau of Education for many years, and with the unstinted support and wise guidance which he promises much may be expected for the cause of education through his efforts.

JNO. J. TIGERT.



## "Teaching Films" are Rapidly Gaining Ground

EXPERIMENTS with educational motion pictures progress apace. Perhaps no one now doubts that "teaching films" are here to stay, for they have proved their worth, not only by controlled tests of isolated lessons but by the everyday experience of years.

It is said that 15,000 educational institutions of all types in this country are equipped for motion-picture projection. Many State universities maintain film libraries in their extension departments and systematically supply films to schools and community organizations in their own respective States. Yale University has participated in the preparation of a series of films on American history and Harvard is cooperating with a big film-producing concern in making films relating to science. Some universities make films on their own account and upon a rather extensive scale. In several of the cities, like Newark, N. J., every new schoolhouse is equipped with projecting machines, and some cities, of which Cleveland is an example, have already installed such machines in practically all their school buildings. For some time past it has been customary to place motion-picture equipment in the auditoriums of new high-school buildings as a matter of course. And the use of this form of instruction is increasing rapidly, notwithstanding the misgivings of those who hold that learning through pictures is too easy and that it results in superficiality and mental indolence.

Difficulties have arisen in plenty, and often it has seemed that the end had been reached. Many companies organized for the manufacture of educational films have been forced to the wall because the number of schools using their product regularly was not sufficient to enable them to operate at a profit. And at least two big concerns which undertook to supply non-theatrical films found that the money in it was not enough to make the business

worth while and they dropped it. The production of a sufficient supply of suitable educational films, therefore, seemed hopeless.

This difficulty was well nigh a fatal deterrent for those who wished to supplement their usual instruction in this way. The cost of equipment, the difficulty and expense of operating the machines, the inconvenience of shifting pupils from classrooms to auditorium, the troubles in procuring films in the absence of suitable distributing agencies, the lack of coordination of the subject matter of the available films with the regular work of the schoolroom have all militated powerfully against the practical usefulness of the method.

All these difficulties have not yet been overcome by any means, but the situation has steadily improved in every respect. The stock of available films of excellent quality has greatly increased, but the number of text films—that is, those which may be used in direct connection with the daily teaching—is far from adequate. The portable type of projector seems to solve the problem of classroom use; safety film avoids fire risk; the improved devices make it possible for the teacher or an intelligent pupil to operate the machine without long training; and the narrow film reduces the cost materially.

The ideal method of use seems, therefore, to be made possible, provided the right kind of film is to be had. A teacher may give her lesson in the approved fashion, using if she wishes objects from the school museum, stereographs, and charts; and then she may adjust the window shades and project lantern slides and illustrative film to supplement her verbal instruction, and leave an enduring impression upon the minds of her pupils by showing in actual motion the things that involve motion.

The "professional" projector in the auditorium is none the less useful for showing informational scenes to larger numbers. Under the platoon plan of organization the auditorium showings more nearly approach the character of classroom instruction. In the platoon schools of Detroit, Pittsburgh, and other cities, one day in the week is given to motion pictures as a part of the auditorium exercises. The programs are arranged in advance and care is exercised to make the pictures coordinate with the classroom teaching.

Great effort in recent years has been to develop text films for classroom use. Much is expected of the experiments conducted in the past two years under the direction of Dr. Thos. E. Finegan, Dr. Frank E. Freeman, and Dr. Ben D. Wood. Twelve cities from Newton, Mass., in the East to Oakland, Calif., in the West, and from Rochester, N. Y., in



the North to Atlanta, Ga., in the South, were chosen for experiments involving 12,000 children, half of whom were in control groups and received instruction without the use of films, and the other half were in the experimental groups, instructed with films to supplement the teacher and the textbook.

Forty films were developed for these experiments and a hundred others have been planned. A company has been organized to produce these films and to promote their use. These films are upon safety stock, 16 millimeters wide, and 400 feet are equivalent to 1,000 feet of the standard film, which is 35 millimeters wide. It is contemplated that a portable projector suitable for the classroom will be used. The complete report of these experiments is expected in a few weeks.



### *School Use of Motion Pictures Foreseen Early*

**T**WENTY-EIGHT years ago an exhibit of the public schools of Washington was made for the Pan-American Exposition at Buffalo which presented the activities of the schools by motion pictures, stereopticon slides, and graphophone records. Films were made of high-school lessons in forging, metal working, biology, physics, military drill, etc.; of intermediate-school exercises in woodworking, cooking, folk dancing, playground activities, and physical training in varied forms; and of primary-school lessons in nature study and language.

All these and many more were photographed and reproduced in lantern slides. The graphophone records included the lessons of which films and photographs had been made and of several others in addition, especially foreign languages, science, English, etc., which did not lend themselves to effective pictorial illustration.

In a small auditorium in the Government building at the exposition in 1901 these records were reproduced with excellent effect. In general, a lantern picture was projected on the screen while the graphophone record was reproduced; and the motion picture followed. Naturally, only the high points of the lessons were recorded, and the sound reproductions were reduced to three minutes and the films to about one.

The exhibit was a feature of the Government display, and every showing was attended by as many as could crowd into the small auditorium. Mr. E. D. Easton, president of the company which made the graphophone records, and Mr. H. N. Marvin, president of the film company, were both enthusiastic over the enterprise and both placed all their

facilities at the command of the organizer of the exhibit.

Mr. Marvin was particularly interested in the possibility of using the films in school work elsewhere. "Why," he asked, "would not teachers generally be benefited by seeing how those expert teachers present their subjects? And why would not any child learn from those pictures?" He declared that he would "see what he could do to get the school people to take up motion pictures in their work."

He could do very little; but he made one of the first experiments in that direction. He issued a circular describing the films and stating that they might be made valuable in educational work. The circular was profusely illustrated with scenes from the films and was very attractive, but it accomplished nothing. The time was not yet ripe for that form of visual education, and his films and the method of showing them were hopelessly unsuited to school use. The film was relatively very wide and each picture was seven times as large as that on the "Edison film" which was soon afterwards adopted as standard. The projection was at high speed, and 300 feet of film were used for a minute of picture. The film was without perforations and the projecting machine operated by friction and made a noise that was almost deafening. None but a trained operator could project the pictures, and in the absence of the safeguards that are now customary the fire hazard was great, though it was scarcely realized at the time.

But this efficient business man, one of the pioneers in the motion-picture industry, foresaw the adaptability of films to the processes of education and did what he could to promote it.

### *Cadet Teachers Practice Under Service Conditions*

As part of their practical experience, cadet teachers from Northeast Missouri State Teachers College at Kirksville are placed for a period of three months each in full charge of a room or department in one of the town, village, consolidated, or rural schools of which the college has supervision. This is in addition to experience gained in demonstration schools maintained on the campus, which have an enrollment of 800 pupils. Cadet teachers have the assistance of instructors in different departments of the college, and work is under the supervision of a director and an assistant. The service is given without remuneration, but the cadet teachers are considered as regularly enrolled in teachers college, and receive for satisfactory work 10 hours of credit in education.

### *Columbia University Acquires Another College*

St. Stephens College, located at Annandale-on-Hudson, has become affiliated with Columbia University, and incorporated into its educational system on a parity with Columbia College and Barnard College. The president of Columbia University will be also president of St. Stephens College, and the former head of St. Stephens will be warden of the college and dean of the faculty and will be responsible for actual administration. This will enable Columbia to extend the scope of its undergraduate work without making the university larger than is considered educationally desirable. The college becomes a unit of Columbia University, but will remain under the influence and patronage of the Protestant Episcopal Church, and will retain its financial independence. The degree granted by the college will be the bachelor of arts degree of Columbia University "conferred in St. Stephens College," and will be equivalent in all respects to the degree of the university "conferred in Columbia College."



### *Yale Scholarships for Southern and Western Students*

Three "regional scholarships" have been established by Yale University. They are intended primarily for students from southern, southwestern, and far western States, but will be withheld from those sections if properly qualified and acceptable candidates do not appear. Rhodes scholarship standards will govern in the selection of candidates—character, capacity for leadership, intellectual ability, and physical vigor. Weight will be given by the committee on award to recommendations from alumni and school authorities. The scholarships are available in Yale College and in Sheffield Scientific School, and entitle each holder to \$750 in the freshman year and \$500 in each of the remaining three years. Continuance of scholarship aid will depend upon the student's record at Yale.



Forty-two States have school medical inspection laws of some kind. In 16 of the States medical examination is mandatory for pupils in all school districts. Examinations are given in 23 States by specially trained persons—physicians or nurses, physical directors, dentists, or some combination of these. In 13 States examinations may be given by the teacher; in 2 States by the superintendent, principal, or teacher.



# Building a Program of Studies for the Rural High School

*Rural Children Should Not be Trained Exclusively for Rural Occupations, but the Rural High School Should Utilize Educational Resources of its Environment. Great Problem is to Provide for Varied Needs of Pupils Without Overloading Teachers and Without Creating Large Numbers of Small Classes. Must Study Characteristics of School's Environment*

By EMERY N. FERRISS

*Professor of Rural Education, Cornell University*

THE PURPOSE of this discussion of the program of studies of the rural high school is to indicate the nature and amount of differentiation, if any, necessary between the program of the rural high school and that of the urban high school if the former is to meet the needs of rural pupils. This is a question that can not be answered explicitly until there has been much careful, detailed study and research in determining what the needs of rural pupils actually are and how these needs may be most effectively met with the facilities that can be made available in the rural high school.

When these needs of rural youth have been discovered and programs of studies to meet them as effectively as possible under the conditions typical of rural high schools have been developed, we shall be in a position to compare the problems involved with reference to rural high schools and city high schools and locate the likenesses and differences. We shall also be able to state with some degree of authority what differentiation in the way of content should exist between rural and city high-school programs of studies. Therefore I should prefer to state our main question as: What are some of the problems to be faced in developing the rural high-school program of studies to meet the needs of the children of high-school age living within its attendance area? Approaching the problem from this angle, I shall endeavor to point out some of these problems and where possible indicate how they differ from the problems of the urban high school.

## *Rural High School Defined*

I shall define a rural high school as one situated in rural territory and serving a rural population. The term rural we may understand as having the same connotation in education as in numerous other applications, as rural life, rural economics, rural institutions, rural customs, or rural villages. In all instances mentioned it is used to describe territory

in which there is a relatively sparse population. In a somewhat narrower sense, and one usually true, it refers to those areas where the major occupations are those pertaining to the production of raw materials and the activities directly concerned with this production and the initial marketing of the products. The only constant characteristic, however, is that of relative sparseness of population.

In the present discussion, I shall refer to that group of high schools, composing probably from 60 to 70 per cent of our public high schools, which may be clearly characterized as rural according to the definition suggested. I shall not attempt to distinguish between the regular four-year high school and the senior high school. In both, the problems of the program of studies are practically the same.

## *All High Schools Have Similar Aims*

If we approach the question of the rural high school and its program of studies from the standpoint of its guiding aim and ultimate objectives, we can say that its broad purposes are the same as those of all other high schools. I can not protest too strongly against the view that holds that the purpose of the rural high school should be to train exclusively for rural life and rural occupations through a program of studies largely restricted to materials bearing upon rural life, its activities, and problems. This is quite a different thing from saying that the rural high school should make use of the educational resources in its environment and that it should give special emphasis to the educational needs of its community, which is sound in the light of modern curriculum building and to which I heartily subscribe. Regardless of their location, the general aim of all high schools is the promotion of individual and social efficiency in terms of modern life and its demands. The ultimate objectives of the high school, toward the attainment of which its work must operate in following out its general aim, must be based upon the activities and needs of modern life.

Although they are probably inadequate in certain respects, yet, because of their

wide acceptance and authoritativeness, we may accept for present purposes the cardinal principles formulated by the commission on the reorganization of secondary education as the ultimate objectives of the high school. They will afford us a basis for indicating the nature and scope of the program of studies of the rural high school. Thus far the responsibilities of all high schools are the same in that all should offer work bearing in the direction of each of the ultimate objectives. When we go beyond this point and attempt to set up specific objectives and to organize for different communities programs of studies that will be effective instruments in the realization of the cardinal principles of health, command of fundamentals, worthy home membership, etc., we immediately get into some of the problems of differentiation desirable in the programs of studies of different schools, and especially between rural high schools and city high schools. The problems of peculiar importance and difficulty in the task of building programs of studies for the rural high school, both with respect to content and organization, may be roughly grouped under three heads as they are related to: (1) The size of the school; (2) the characteristics of the pupil population; and (3) the environment of the school. Let us analyze each of these in some detail.

## *Rural High School Necessarily Small*

Because it is situated in territory with a relatively sparse population, the rural high school is small. Rarely does it have an enrollment of more than 150 pupils. If we disregard the two extremes in the scale of size, we can think of the rural high school as enrolling somewhere between 40 and 125 pupils and with a teaching staff of 3 to 7 or possibly 8 instructors. In the simplest situation, probably this school will have three major groups of pupils to provide for: (1) A group not expecting to go beyond the high school and not interested in vocational training, but desiring to get in high school some of the elements of a liberal education; (2) a group preparing for college; and (3) a group not expecting to go beyond the



high school and desiring some vocational training while in high school.

To determine under conditions such as indicated a program of studies of sufficient range and variety to meet the requirements of the seven cardinal principles and, at the same time, to provide curriculum differentiation to meet, in part at least, the variant needs of each of the major groups of pupils, presents a number of problems peculiar to the rural high school.

Limited as it is in respect to size, the rural high school can not expand its program of studies beyond what can be offered by a small teaching staff. Its first responsibility is to meet as well as possible the common needs of all its pupils, and its second responsibility is to meet the special needs of the different groups of pupils. If it is to have proper balance, its program must be the result of rigorous selection. Many subjects desirable in some respects must be rejected in favor of others of greater values. The question as to the relative amount of emphasis to be given different subjects and subject groups and the determination, within the limits set by circumstances, of sequential groups of subjects sufficient to permit a desirable amount of concentration in the work of pupils along lines of major interests and purposes, present acute problems in the building of a program of studies for the rural high school. For example, how many courses in history and social science can be offered and what should these courses be? How much work should be given in foreign languages? What language or languages shall be offered? What shall be offered in practical arts and in fine arts? How many and what vocational courses shall be given?

#### *Alternation of Subjects a Practical Plan*

Finally the question arises as to the possible way of putting into operation a program of studies that will meet the common and differentiated needs of the pupils in any adequate manner without overloading the teaching staff and without having a large number of extremely small classes. Here the possibility of alternation of subjects must be considered and the evolving of a practicable plan of alternation that will not operate in the direction of undesirable standards of work and that will not deprive any pupil from taking all the subjects needed to complete his course with the degree of continuity and variety desirable. Thus we have in determining a program of studies for a rural high school the problems: Of providing through a strictly limited number of subjects training in the direction of each of the ultimate objectives; of providing a limited number of suitable sequential subject groups for meeting the differentiated needs of the major pupil groups; and of evolving a plan of alterna-

tion of subjects to give the greatest total offering without overloading the teaching staff and without having scheduled any large number of extremely small classes.

In addition to these is the problem in the rural high school of adapting the program of studies to pupils of widely different degrees of ability under conditions not permitting ability grouping. This problem will undoubtedly become more important as we become more intelligent with reference to the learning process. All these problems are in a large degree peculiar to a small high school such as the rural high school is. They are as yet unsolved. Their solution will depend upon the amount of special attention that is given them by persons with training and experience in dealing with them.

#### *Study of Children in Attendance Area*

The second group of problems to be considered with reference to the program of studies in the rural high school concerns directly the rural pupil and his characteristics. The adaptation of the program of studies of the school requires the study of children of high-school age in the attendance area of the school. To obtain the answer to such questions as What percentage of the boys and girls receive some high-school training? How much do they receive? What becomes of those who enter high school but leave prior to graduation? and What becomes of those who are graduated? brings up problems similar for all schools. To obtain an answer as to what effect the rural environment has in forming the experience background and life standards and ideals of boys and girls and in shaping their interests, attitudes, and purposes, involves problems that demand of the one studying them different kinds of knowledge and experience and, in a degree at least, command of different techniques than are required for answering the same questions for urban areas. The problem of meeting the needs discovered, in an adequate manner, through a limited program of studies and with a small teaching staff, is again peculiar in many respects to the rural high school.

The question of the native intelligence of the pupils of the rural high school is highly important. What is the level of intelligence of boys and girls of high-school age in rural areas? The capacity of its pupils will be a determinant of what the rural high school can accomplish through its program of studies and the difficulty of the materials that should go into that program. Some are of the opinion that the intelligence tests we now have are weighted in favor of the urban dweller because a large proportion of the elements in them are more likely to have come within the ken of the urban dweller. It seems probable at least that there is need of research to discover what the elements of

rural life are with the possibility of developing tests for measuring the native intelligence of rural children that will give due attention to these elements. This brings up the whole question of rural environments, their characteristics and their importance in shaping the mental development of rural youth.

Early in my discussion I accepted the cardinal principles as the ultimate objectives toward which the program of studies in all high schools should point. I also advanced the view that so far as the ultimate objectives are concerned there should be no differentiation between schools. When the next step is taken, however, and we begin the work of setting up the more specific objective or goals to be reached, we at once get into fields where differentiation enters. In the third step, that of selecting specific materials, activities, and problems for a certain type of community through which the learner is to attain the objective set up, the desirability and even necessity of differentiation becomes still more evident. At this point we are driven willy-nilly into that group of problems related to the characteristics of the school's environment. We can not go far in following out the philosophy of education based upon life activities and needs without making an analysis, among other things, of the economic, health, civic, sociability, recreational, æsthetic, religious, moral, and intellectual characteristics of the community of the school.

#### *Two Fine Studies of Secondary Education*

Two clear statements by students of secondary education should be brought to our attention at this time because of the fine way in which they indicate the need of adaptation of the educational activities of the school to the life of the community. Briggs gives as the function of the school, first, "to teach its pupils to do better the desirable things that they are most likely to do anyway," and, second, "to reveal higher types of activity and make these desired and to an extent possible." Chapman and Counts, in their *Principles of Education*, state that "constant contact with the local community should give significance to the principles which the student is expected to grasp."

Both of these statements indicate unmistakably that the content of the program of studies for a high school, if that school is to perform in an effective way the task for which it is responsible, contains in some considerable degree materials and exercises related to, and others specifically based upon, the physical and social phases of its environment. Certainly there can be no question but that rural environments as a type differ in important respects from urban environments as a type.



To be more concrete, let us consider from this angle certain of the cardinal principles. In the matter of the ultimate vocational objective it is quite generally accepted that the work offered by a high school should be in vocations of major importance in the community, where these vocations are appropriate to secondary education. Hence, the vocational work in a rural high school, which can at best represent but one or two occupations, should be that pertaining to major vocations in its attendance area. While the ultimate objective in this work is the cardinal principle, vocation, the specific objectives must be differentiated in terms of the particular vocations in which the training is given. These specific objectives and the materials and exercises to be used in attaining them can be determined only by individuals who know thoroughly the activities and problems of those vocations and the circumstances under which they are carried on in that particular community. Furthermore, to direct effectively the vocational work in a program of studies requires a sympathetic understanding of the vocational problems of the community.

In working toward the ultimate objective of health it is probably true that a majority of the specific objectives should be the same for all schools. Even among those that are alike for all schools, however, there are undoubtedly many that should receive different degrees of emphasis in different high schools, and that should in part be attained through different materials and exercises. Some specific health objectives will evidently need to be set up for rural high schools that are not needed at all in urban school programs.

#### *Natural Conditions Better in Open Country*

Let me illustrate: In health education we are concerned first with developing an individual who will observe in his own living desirable health practices and principles. In the second place, we wish to develop in this individual certain attitudes toward health and certain standards and ideals of health so that he will work for healthful conditions in the home and in the community. In the open country and in rural villages the natural conditions making for health are ordinarily better than in cities in that fresh air is more abundant, there is more opportunity for direct sunlight, and more large open spaces are accessible. On the other hand, sanitation is likely to be less well taken care of both in the community in general and in the home and its immediate surroundings. Garbage is often not well disposed of, water and food supplies are often poorly protected, and drainage is sometimes bad.

In the city also the individual is surrounded on all sides by regulative and protective health agencies; doctors and hospitals are close at hand, and individual responsibility for maintaining healthful living conditions is reduced to the minimum. In rural areas, on the other hand, the individual is personally responsible in a large degree for maintaining conditions favorable to his own good health and to the good health of the community as a whole. It is evident that the schools in these different types of situations must differentiate in their programs of health education.

In the realm of citizenship, particularly in what we may call the civic aspect, it is again clear that the rural high school, if it is to keep in contact with the community and educate in part for life in the community, should deal with materials and problems definitely related to the civic activities and the civic agencies and institutions found in rural areas. Here, again, the agencies of civic control and those that protect the individual in his rights are less numerous and less evident than in urban communities. In a considerable proportion of rural communities police are practically unknown to high-school boys and girls. They have never met inspectors of plumbing and electric wiring and have never seen a building permit.

#### *Local Institutions Should Receive Emphasis*

More personal responsibility for civic activities must be assumed by the rural than the urban dweller, for he may go days and even weeks without being made conscious of agencies of civic control. Forms of local government are usually more or less peculiar to rural areas. While the pupil in the rural high school should undoubtedly become acquainted with State and National and even city civic institutions and their functions, in preparation for his more immediate civic activities and responsibilities, and as a starting point in developing in him the broader understanding of citizenship, his education with reference to his local institutions should receive emphasis in his program of studies.

Courses of study and textbooks commonly used in rural high schools were planned and written largely from the viewpoint of the city and its institutions, so far as local problems are concerned, first, because those preparing them were better acquainted with cities, and, second, especially in the matter of textbooks, because cities were the largest buyers of textbooks. This makes the problem of adaptation more serious in rural high schools than in city schools.

In training for worthy use of leisure we find another fruitful field for study in

planning a program of studies for the rural high school. Space will permit only an illustration or two. To a large extent practicable ways of using leisure are dependent upon the possibilities of the community; the forms of leisure activities desirable depend in no small degree upon the nature of the occupational activities of a community. In any case there are the problems of utilizing the resources of the community and of counteracting its lacks and deficiencies.

#### *Develop Interest in Natural Phenomena*

In the past we have done but little in the rural high school to develop in pupils those interests and desires that would lead them in using leisure time worthily, especially through those types of activities practicable for the average individual living in a rural community. We have not in our courses in science led them out into the observation and enjoyment of the plant and animal life about them. We have not developed in rural youth interests in rocks and streams and the other natural features of the world in which they live. Ordinarily little or no attention has been given to making connection between the science studied and the economic, social, æsthetic, and other aspects of rural life. We have been too intent upon drill in dry facts and principles of a formal science which creates no enthusiasms and which should follow an interesting initiation into the materials and phenomena of nature with which science deals and upon the understanding of which it is based.

In most rural communities libraries are not accessible and opportunities to come in contact with good books and magazines are lacking except as the high school offers them. There are some data available that indicate that rural high-school boys and girls do less reading than urban boys and girls. There is some evidence that indicates that the reading done is likely to be such as is found in cheap magazines and paper-back novels. The rural high school should, it seems probable, give more attention than it does to the development of habits of reading for enjoyment that will be most likely to carry over into life. Should it not recognize that the bulk of the reading for leisure done by the average individual is, and probably always will be, in current books and magazines, and give considerable emphasis to developing tastes and standards in the selection and reading of current literature? To overcome lacks and deficiencies of rural life might well be one of the important items in building a program of studies for the rural high school. It must be if the primary responsibility of the school is to meet the common needs of pupils rather than the



needs of a special group as it has in the past.

No small part of the task of building the program of studies for the rural high school is to be found in discovering and evaluating the educational by-products of rural social institutions other than the school. Closely related to that problem is the problem of locating educational lacks and deficiencies due to the absence of social institutions in rural areas. For example, in many rural communities no Boy and Girl Scout or Campfire organizations with their programs of citizenship are to be found. In most rural communities there are no libraries other than the school library, no art galleries, no museums, no theaters except movies, and no orchestras or other musical organizations of high-class offering opportunities to hear good music and operating in the direction of developing musical taste and musical appreciation. Often there are no places where boys and girls can get musical training even to the point of becoming good amateur performers. Often there are very limited opportunities for the observation and study of vocations. To what extent and how should the rural high school through its program of studies seek to overcome these lacks and deficiencies of rural environments?

#### *Program Not Restricted to Rural Problems*

In this brief discussion I have attempted to point out some of the problems involved in building a program of studies for the rural high school. I have tried to show that these problems are to a large degree due to the size of the school, to the characteristics of its pupil population, and to the characteristics of its rural environment and these factors working in combination. In the discussion of the school's environment especially I have sought to indicate very briefly some of the factors that should operate in the direction of differentiation of the program of studies in the rural high school from that of the urban school. To some extent where possible, I have endeavored to indicate rather specifically the nature of this differentiation where sociological studies have already pointed the way. Throughout I have tried to hold to the thesis that, although the rural high school should not restrict its program of studies to materials, activities, and problems of rural life, it should utilize them in its work; that it should link up its curriculum content with the pupil's background of experience and life and the activities of the community in general; that it should teach the pupil to do better the desirable things he will most likely do anyway and in addition reveal to him higher types of activity.

In conclusion, the task of building an effective program of studies for the rural high school demands special study of the

## Social Hygiene Work by the Parent-Teacher Associations

*District of Columbia Associations Have Emphasized Social Hygiene for Three Years. Work Has Grown from Small Beginning to Wide Extent. Outline of Elementary Parent-Teacher Course. Suggestions for Study Groups*

By Mrs. GILES SCOTT RAFTER

*President District of Columbia Branch, Congress of Parents and Teachers*

LEADERS of the District of Columbia branch of the National Congress of Parents and Teachers after years of work and experience have conclusively developed the fact that instruction in social hygiene is a home duty, the child's birthright. If the parent is untrained and unable, through lack of knowledge, to instruct his child in the facts of reproduction, then more than ever it is the duty of the parent-teacher leaders to do more than appoint social hygiene chairmen.

In the whole development of the public-school movement, parents have never cooperated in making up the program for the child's academic life. Now a new subject has arisen, and it is one which concerns the home and requires parent cooperation. What are the parents going to do about it? It is a direct challenge to them. Is this important instruction and guidance in the life of the child to be left entirely in the hands of school teachers?

The parents of the past and many of the present day are entirely too willing to leave to the schools the responsibility for the moral, physical, and intellectual development of their children.

Many schools coordinate this instruction with nature study, biology, and other sciences, and the child unknowingly absorbs the great truths of reproduction. Fortunately the child whose parents have wisely answered and directed his curiosity in seeking for the unknown, and who are in touch with what the school is doing along these lines.

rural high school and its limitations and possibilities and of all aspects of rural life. Furthermore, it seems clear that any intelligent solution of the problems involved will require research by persons who are not only trained in the general principles of curriculum making but who know also rural life from all angles, as economic, health, civic, social, intellectual, recreational, and moral and ethical. They will need to understand the prejudices, customs, attitudes, standards and ideals of rural people. Finally, they will need to have, or develop, techniques effective in studying rural people and their activities and problems.

The home can not do this work alone, because the home does not stand alone; neither can the school do it alone, because the child spends only a small part of his life under the guidance of the teacher. This is a subject that in its very nature requires cooperation between the home and school.

In a recent social hygiene course Dr. T. W. Galloway, the well-known lecturer on child development, said:

"Ideally the education and conscious training needed by those who are to build effective families should begin in their infancy in the home of their parents, and should be continued progressively by all the agencies which touch intimately the conduct and character of young people. But most of us who are heads of families were not so educated; and if our children are to get from us a fair start toward this goal of perfect material and parental relations, we and their other adult friends must achieve now for ourselves such mastery of the matter and method of sex-character education as will enable us to give them a better preparation than we had.

#### *Family, Companions, School, Church, Public Opinion*

"The community agencies which must effectively influence the young, in this as in other aspects of character and conduct, are: (1) Their families, (2) their companions, (3) the schools, (4) the church and its educational instruments, and (5) the general opinions and standards of their community. Fair play to our children demands that all of these contribute the best that is possible.

"The work which is just now being done in Washington, D. C., on behalf of chosen representatives of the Parent-Teacher Association and the leaders in other agencies is all arranged to this end. A body of some 50 or 60 such representatives of the parent-teacher organization is studying together under a leader the problems of sex education in the homes, in order that they in turn may be fitted to lead the study of other parents, as well as to meet the needs of their own children."

This work has gone on in the District of Columbia for three years, growing from

(Continued on page 18)



# Tulsa Schools Maintain Classes to Educate Parents for Home Tasks

*Meetings of Each Class Are Held Weekly and Last About Two Hours. Lectures' Informal Discussions, and Personal Conferences Characterize the Instruction. Individual Problems Receive Sympathetic Attention*

By EILEEN M. HARRISON

*Director of Mothercraft, Tulsa (Okla.) Public Schools*

PARENTAL education, or mothercraft as it is called in our State, is a part of the program of the home economics department of vocational education, of which Miss Kate North is State supervisor. It is also part of the city education, being a regular department in the Tulsa city school system. There is no doubt that it owes in a large measure its rapid growth to the recognition of Dr. P. P. Claxton, superintendent of city schools, that the education of parents for their task is of direct value to the actual school work of the city. This has rendered it possible for him to give it the active support which is shared by all

departments of the schools. This close touch with all other branches of the school work renders it more effective in interpreting school life to the home.

Meetings are held in the schools mornings and afternoons, and evening classes are conducted for both fathers and mothers. Mimeographed notices are taken by the children to their parents, and the mothers who come are eager to study the problems of home and family. The local newspapers are also helpful mediums for giving publicity to class meetings, and the parent-teacher associations aid with their telephone committees. All types of mothers attend these meet-

ings. Some have been college and professional women; some have not had the advantage of college education, but have read and studied; and others are from underprivileged homes. The groups are cosmopolitan in their make-up, but since the schools form the centers, their mental level is uniform enough for them to enjoy working together. We have some classes where the footman waits outside for milady, who has all that education, culture, and money can give her; and we have some women whose homes need everything—intelligence, cleanliness, and even food. One group in an almost abandoned mining district was taught the value of soap and water, sheets, and fresh vegetables. The average group however, is from the middle-class American home which, after all, is the bulwark of most of our progress. All the mothers are eagerly hunting for the best way to provide the proper environment and training for their children.

We have had classes in 37 schools this year with 2,000 men and women registered for study of the home and family. The work is divided into units of 6, 9, and



Informal teas afford opportunities for discussing summer occupations of the family



12 weeks, depending upon the course offered. These units consist of many aspects of home and family problems.

Because we so firmly believe in the importance of the home for the child we have one basic unit, "home and family

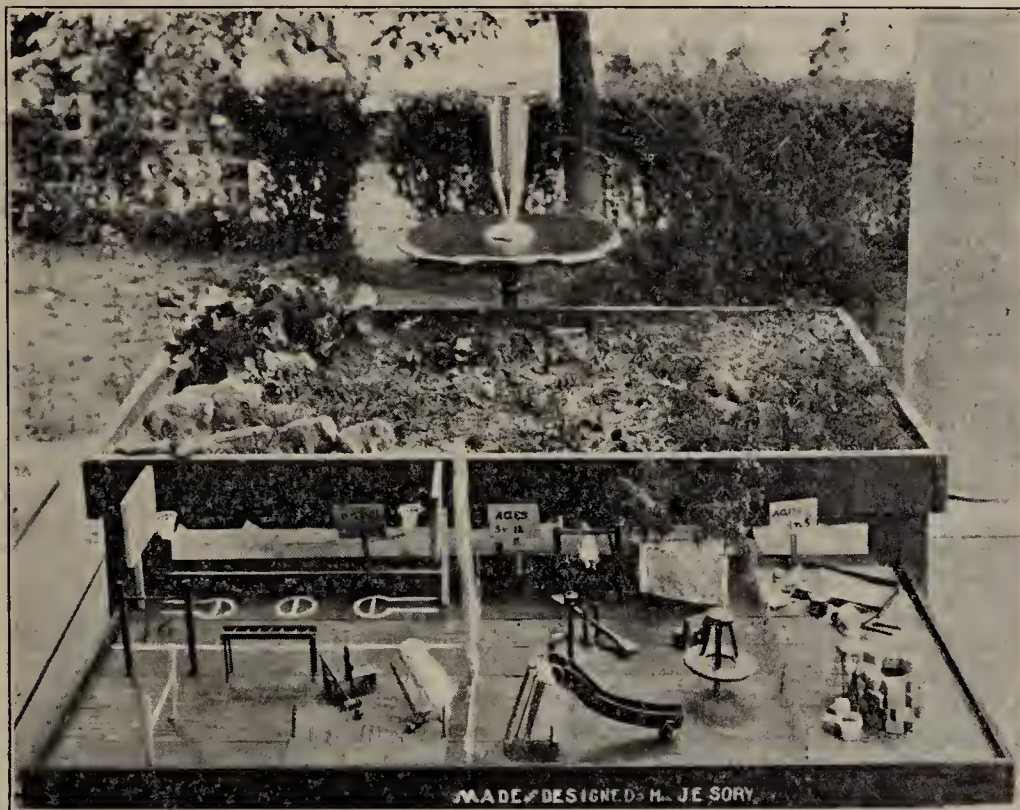
meeting and for training in leadership. The members of this group carry back to the local classes any project the department is working out for the entire city. One of these projects is the playground movement, which has resulted in many

the new contacts. This year I have in my office slips containing names of 5,000 children who will enter school for the first time next fall; that shows the extent of the work. Publicity for any speaker brought to the city and for other social or educational features is directed through committees from this council.

#### *Correlated With Work of Other Departments*

Since correlation of all departments is one objective of the Tulsa school system, the mother-craft department makes an effort to have the directors of the other departments present to the council and as many of the groups as possible the goals of their own departmental work and also the home application of this. Thus the art director held, under the auspices of our department, an exhibit of Christmas gifts made by children. Sponsoring the sale of articles made in the Edison Vocational School was another piece of work. The playground director and her staff aid in the home playground contest and in return are aided by the groups of mothers during the May-day programs. The mother-craft and home-economies directors work together in all of their plans; the women visit the preparental classes and the directors correlate activities in parental and preparental training.

The classes generally meet once a week for hour-and-a-half or two-hour periods; the programs usually consist of lectures, followed by a discussion period. Outlines and questions are used and reference material is supplied. It is our firm belief that parental education is not merely an intellectual pursuit and that it is impossible to give a solution to a problem of



A miniature playground constructed to show the possibilities of home play

relationships," in which we set up the responsibilities of a home manager to her family, correlating housekeeping and home making. They are not necessarily synonymous terms, yet some knowledge of scientific housekeeping enables the mother to secure leisure and strength for her home making. On the opposite side, principles of home making enable parents to place first things first and to agree with Doctor Lucas, who says in "The Health of the Runabout Child" that "Indigestion is partly the inability to digest foods, partly the inability to digest a situation, and parents are fully as responsible for the situations they place before the child as for the food they set before him." Besides home and family relationships we have many units, including the psychology of the school child, the preschool child, the adolescent, recreation and stories in the home, behavior problems, food units, problems of a father in the home, and social problems of the family.

#### *Council Is the Coordinating Agency*

One important group from the viewpoint of helpfulness to the mother-craft director is the mothers' study class council, which is composed of representatives from each study group. These women meet each week for a short business

more home playgrounds for the children; another is the educational survey of preschool children in which an effort is made to have all the children who will enter school for the first time next fall prepared physically, socially, and emotionally for



The "council" discusses certain aspects of intelligence tests



human growth as one would issue a dose of medicine; so each mother is encouraged to choose a project for her own study. It may be a very simple one, such as "the curing of Mary's temper tantrums," or it may be "the adjusting of a grandmother and 15-year-old daughter so that each may be comfortable."

#### *Changed Attitudes Result from Activities*

Many projects are chosen, and after analysis, step by step, day by day, activities are arranged so that changed attitudes may be the result. Sometimes these projects are known only to the mother and teacher, but more often, especially if the project be one of general interest, reports of progress or failure are given at certain periods during class meetings. These projects are also helpful to the lecturer in her process of adapting general problems to specific group needs. Special references and questions are also given to the student upon her project, and often one or more individual conferences are held with her. The director reserves one-half day a week for conferences with parents who desire individual aid.

And how do we measure results? This is a difficult thing to do, for results are not always tangible. We attempt to evaluate the work by the attendance and by requests for other units, by projects of helpfulness to the community and from reports which may come as to changed attitudes in the home. The growing interest of the fathers and other members of the family in the work is indicative of progress made by the student. One father said, "I never want my wife to miss the meetings. She brings back so many things we can work out together." A neighbor remarked, "There is surely a difference in the atmosphere of Mrs. B's home since she commenced to study in that class." A school principal made the remark that he could tell by the manner in which parents approached him whether they were members of a study group, adding that the influence reached far beyond the radius of the group itself. In the joint groups for fathers and mothers the fathers are active in leading discussions and working out projects. Many come alone, remarking, "We take turns in staying with the children and my wife attends the Kendall"—or some other unit—"and I come here. Then we talk it over at home and read the books together."

#### *Parents Understand Family Life*

These are the things which make us feel that the work is worth the effort, time, and money expended upon it, for it is pioneer work and much of progress lies ahead. The encouraging thing is that so many parents have caught the vision of a well-adjusted family life and are so willing to work toward its development.

## Social Hygiene Work in Washington

(Continued from page 15)

a small group of mothers in a local association to a State-wide development. The leader has been Mrs. W. P. Roop, who is the State chairman. She was awarded a scholarship by the National Social Hygiene Society of New York and has just completed a course at Chautauqua, N. Y., under Doctor Galloway and Mr. Newell Edson, a member of the staff of the American Social Hygiene Association.

The time is coming when there will be training classes for the chairmen of local organizations, and the work will be given by these chairmen to members who wish to take it in the local groups. A pamphlet is now in the hands of the printer and will be ready for use in September, in which the effort is made to present the facts of reproduction so that the parent may have them in mind when the opportunity to use them arises.

#### *Natural Study Is Best Background*

The nature-study approach is used as it forms the best background for the facts of human reproduction. With this setting at his command the parent will be enabled to relate the facts of human reproduction to those of life in general. It does not mean that this is the best method of approach to the subject with the child. Obviously the question that is asked by the child is the one that should be answered. But if his attention can be turned from the particular fact in human reproduction to its significance in the whole scheme of reproduction, the first step toward a wholesome attitude regarding the subject has been taken.

An outline of what an elementary parent-teacher course in social hygiene should do follows:

A. Should cover facts parents want to know. (a) For class work the nature-study approach should be used. (b) Books recommended for use are: (1) "The Way Life Begins," by Vernon M. and Bertha C. Cady; (2) "Growing Up," by Karl de Schwenetz; (3) "Projects in Social Hygiene," by Dr. T. W. Galloway; (4) "Plant and Animal Children," by Ellen Torrell. Nos. 1, 2, 3 are for parents. No. 1 presents the facts in a simple scientific way. No. 2 presents them in a popular way. No. 3 is to stimulate discussion. No. 4 should be in the hands of the children.

B. Should give the parent a vocabulary. (a) How to get it. (b) How to use it.

C. It should give typical examples of opportunities that arise to give this information to the child in the first eight years.

D. It should show how to utilize these opportunities.

The following books are recommended for each association to make available to its leaders and members: *For study*: Cady, "The Way Life Begins"; Galloway, "Biology of Sex"; Greenberg, "Parents and Education"; De Schwenetz, "Growing Up." *For reference*: Bigelow, "Sex Education"; Galloway, "Sex and Social Health." *For collateral reading*: Galloway, "Reproduction," "The Father and His Boy," "Love and Marriage"; Torelle, "Plant and Animal Children." The motion-picture films "Gift of Life" and "Science of Life" can be used in social hygiene work.

#### *Suggestions Sent to All Associations*

The following suggestions for study groups have been sent to all parent-teacher associations in Washington:

1. The local organizations should own the four books listed for use by the chairman or to loan to parents.

2. As many members of the class as possible should own these books.

3. Books should be brought to the first monthly meeting of the organization and talked about when the study group is formed.

4. The preschool chairman should include in the summer round-up material a mimeographed notice of the social-hygiene course. This gives an advance notice of the work.

5. The principal of the school should be asked to send home by each child the same notice. This should be done before the first monthly parent-teacher meeting.

6. A practical time for the study group meeting is from 10 to 11.45 a. m. This enables the members to shop, go to the class, and to reach home by noon.

7. It is important to cover the material assigned in the textbooks first and to have an objective. This gives the members of the group a sense of having accomplished something.

8. There should always be time for discussion, which to be resultful must be carefully guided.

9. Notebooks should be kept for suggestions and apt illustrations that arise.

10. Questions that can not be answered should be referred to some one to look up or taken to the central class for social hygiene chairmen.

Several of the heads of departments in the junior high schools of the District are doing excellent work. The National Social Hygiene Society has been most cooperative and energetic in furnishing lecturers and conducting classes, not only with parents but with school officials.

The leaders of the District of Columbia branch of the National Congress are heart and soul in the work, and very many of the local associations are co-operating, so that the results have been very encouraging.



# Status of Home Economics In Accredited High Schools of Georgia

*Fewer than a Third of the Accredited High Schools of the State Offer Home Economics. In the Schools that Offer it, Nearly all the Girls, Apparently, Have Some Home Economics. Home Practice Correlated with Instruction*

By LEILA BUNCE

*Director of Home Economics, Fulton County High School, Atlanta, Ga.*

ONLY 112 of the 350 accredited four-year high schools of Georgia offer instruction in home economics in any form. This was developed by an inquiry recently addressed to the principals of all the schools. So much being determined, another inquiry was instituted to learn the character of the instruction given in the 112 schools, and a carefully drawn questionnaire was sent to the principal of each, 82 of whom replied.

The data compiled from these questionnaires, representing so large a percentage of all schools that offer home economics as a required or elective subject, should be conclusive evidence of the present status of home economics in Georgia. The study will justify itself and atone for the inaccuracies and discrepancies inherent in all first surveys if it may be of some use as a basis for evaluating future tendencies as well as the present needs of home economics in the State.

Of the 82 schools reporting on the questionnaire, 8 schools were of the 6-3-3 type, 67 were of the 7-4 type, and 7 of the 8-4 type; 12,558 girls were enrolled. Only 7,232 girls, or 57 per cent of the girl enrollment, were reported as scheduled for home-economics work.

## *Greatest Enrollment in Early Grades*

Distribution of the enrollment in home-economics classes by years in these high schools is as follows: In the first year there are 3,527 girls, or 49 per cent of all scheduled for the home-economics work. In the second year 2,207 girls, or 31 per cent of those taking the course are enrolled. In the third year are 893 girls, or 12 per cent of those who take home economics. In the fourth year a further enrollment loss is encountered, and only 8 per cent of the home-economics students, a total of 605 girls, are scheduled.

In 1926, 2,029 girls graduated from these high schools. Of this number 650, or approximately 30 per cent, went to college; 261 girls, or approximately 12 per cent, are working outside the home; and 91 girls, or 4.1 per cent, have married since graduating.

Fifty-four schools require home economics for graduation with the following distribution by years: 30 per cent in the

first year; 30 per cent in the second year; 24 per cent in the third year; and 16 per cent in the fourth year.

Thirteen schools require 7 periods per week for one year for 1 unit of credit, the same as for chemistry or other science; 69 schools require 10 periods per week for one year as 1 unit of credit.

Of the 82 high schools reporting, 2,355 girls are electing the subject. Of this number, 978 are in the first year, 592 in the second year, 468 in the third year, and 317 in the fourth year. As reasons for failure on the part of girls to elect this course, 31 schools report conflicts in schedule; 34 report preference for some other elective; 30 report lack of time due to the burden of other subjects required; and 17 report failure of colleges to give entrance credit for the subject.

## *Home Practice Coordinated With Instruction*

Sixty-seven schools reported having home practice and home project work. Very few of this number, however, reported the details of home practice. The problems assigned were meal planning, meal preparation, care and repair of clothes, refurnishing the bedroom, home improvement, care of children, and improving the health, listed in the order of frequency.

Thirty-three schools reported having made a survey. In the majority of these surveys questionnaires regarding home activities were filled out by the girls. Others reported home visits and reports from mothers.

No standardization and little similarity were found in the courses of these schools. Food and clothing predominate throughout as major-course content, and the number which include child care, personal health, home nursing, family relations, and budgets is comparatively few. This lack of standardization may explain to some extent the reluctance of certain colleges to recognize home economics credits. It is fully obvious that because of this unstandardized condition a girl transferring from one school to another would encounter numerous duplications and serious omissions of subject matter. The dissimilarities of the courses can not be explained by the differences in local industrial or social conditions.

Only two schools reported offering a course for boys. One of these was a

course in food selection and the other was a general course to furnish the information boys would need with regard to their food supplies.

Sixty-six schools reported the requirement of textbooks, but so little uniformity was shown in the selection of these that it would be useless to list the books here.

Reports show 67 home economics departments on the first or second floor in their respective buildings, near the science and art rooms; 10 are in the basement near the science and art rooms, with all windows above the ground; 2 are in basements near lavatories, the lower half of the windows being below the ground.

## *Sixty Schools Serve Family Meals*

Forty food laboratories were equipped with unit desks; 13 have unit kitchens; 20 have the combination of unit desks and unit kitchens; and 9 have the hollow square style. Sixty have dining rooms or some other place to serve family meals. Thirteen clothing laboratories have the unit desk style; 66 have large tables with the storage space separate, and 3 reported other styles. A home management house or apartment was reported by 15, and a cottage by 3.

Of the 114 home economics teachers in the 82 schools, 72 have degrees and 24 have done graduate work.

Thirty-nine schools charge a food laboratory fee; 25 charge \$1 to \$2 per year, 5 charge \$3, and 9 charge more. Ten schools charge a clothing laboratory fee, varying from 25 cents to \$2.

Fourteen reported having cafeterias; 18 use large rooms equipped with stoves, 6 use the food laboratory, and 4 use classrooms.



## City School Boards Becoming Steadily Smaller

Material reductions in the size of boards of education in the larger cities of the United States have been made within recent years, as shown by a study of certain practices in city school administration by W. S. Deffenbaugh, chief city schools division of the United States Bureau of Education, published as City School Leaflet No. 29. Few authorities on school administration favor a board of education of more than 9 members. The average number is 7.8 members. Only 14.3 per cent of cities of 100,000 or more population and 13.7 per cent of cities of 30,000 to 100,000 population reporting have boards of education exceeding 9 members.



Every school in the Province of Saskatchewan, Canada, is required to maintain a school library, and \$10 for each room in operation must be expended annually in the purchase of books from an authorized list.



# New Books in Education

Prepared in THE LIBRARY DIVISION, Bureau of Education

AYER, FRED C., and BARR, A. S. The organization of supervision. An analysis of the organization and administration of supervision in city school systems. New York, London, D. Appleton and company [1928]. xviii, 397 p. 12°.

So varied is the practice of supervision throughout the United States that the authors have felt it desirable to summarize the best existing theories and practices in order that superintendents may have a practical basis for the organization of local systems of supervision. The book, while dealing largely with the supervision of instruction, necessarily considers the wider problem of administrative organization in so far as it bears upon supervision. A chapter is given to the rise of supervision, and a comprehensive bibliography is appended.

BLACKHURST, J. HERBERT. Principles and methods of junior high-school mathematics. New York and London, The Century co. [1928]. xiv, 355 p. 8°.

This volume, while not neglecting the guiding principles or ultimate educational goals of the teaching of mathematics, deals largely with a consideration of the junior high school mathematics curriculum and the most effective ways of realizing the objectives of mathematical instruction. In the fields of tests and measurements, technique of teaching, curriculum-making, and educational philosophy, much of proven worth has not found its way into the methods courses in the teaching of secondary school mathematics. The author attempts to remedy this defect by calling attention to the best that has been achieved during the past 10 years.

COLLINGS, ELLSWORTH. Project teaching in elementary schools. New York and London, The Century co. [1928]. xvii, 571 p. 8°.

In this book the author treats both the theory and practice of progressive teaching in elementary schools. Child life is interpreted in terms of purposeful activity, and teaching is interpreted in terms of guidance of purposeful activities. So that teachers may better understand the guidance procedure in actual classrooms, projects to meet the individual differences in the purposeful activities of boys and girls are presented. The procedure has been tried out in several elementary schools over a period of years, and found helpful and practical to teachers. Although this book is primarily for teacher-training institutions, elementary teachers will find much suggestive material therein for forwarding progressive school work.

FIELD, WALTER TAYLOR. A guide to literature for children. Boston, New York [etc.], Ginn and company [1928]. x, 226 p. 12°.

The influence of good books upon the unfolding mind of youth is so important that no one who knows and loves children can fail to appreciate it. The author's original idea in preparing this book was to revise his earlier book, entitled "Fingerposts to children's reading." However, so much new material was found and so much of the older material had become out of date, that what is here presented is practically a new book. It is hoped that it will be of use to parents and librarians as well as to teachers.

GODDARD, HENRY HERBERT. School training for gifted children. Yonkers-on-Hudson, N. Y., Chicago, Ill., World book company [1928]. x, 226 p. illus., tables, diagrs. 12°.

This is a study of the psychology of gifted children which covered a period of five years. It is an attempt to give a picture of public-school classes of gifted children actually at work. The primary object of the book is to promote the movement for special classes for gifted children by enrichment only. Many schools were visited, among them the schools of Cleveland, Ohio, which were studied as a type and reported on in this volume. The author advocates the starting of special classes by superintendents that a nation-wide movement may result.

GRIZZELL, EMIT DUNCAN. Education: principles and practices. An introductory course. New York, The Macmillan company, 1928. xvi, 428 p. tables, diagrs. 12°.

This volume is adapted for use as a course in education, being the outgrowth of an introductory course in the school of education, University of Pennsylvania, where the author is teaching. The opening chapters are given to the history and development of American education, and proceeding to the discussion of the new and vital trends in our educational system. A diagram is given which graphically presents the essential elements of education, of which the child and the curriculum are the center for which all else exists. Extensive bibliographies are furnished for each chapter.

HAZELTINE, MARY EMOGENE. Anniversaries and holidays; a calendar of days and how to observe them. Chicago, Ill., American library association, 1928. xx, 288 p. 8°.

This volume is intended for those teachers, school administrators, and others who are constantly looking for material for the schoolroom that will be of use in constructing programs for special days, holidays, etc. It contains a mass of material concerning national heroes, leaders in science, invention, religion, arts, and letters, etc., useful in the classroom in teaching patriotic and ethical ideals.

HULL, CLARK L. Aptitude testing. Yonkers-on-Hudson, N. Y., Chicago, Ill., World book company [1928]. xiv, 535 p. tables, diagrs. 12°. (Measurement and adjustment series, ed. by Lewis M. Terman.)

Aptitude testing, or determining aptitude for a vocation or other activity, is a comparatively new field with but few studies yet published that treat the subject in a comprehensive manner. This volume undertakes to show those engaged in this kind of work, whether in vocational guidance, general personnel work, or employment selection, how to carry it on by scientific procedures. The author has also designed the work for use by college and university classes.

INSTITUTE FOR GOVERNMENT RESEARCH, Washington, D. C. The problem of Indian administration: Report of a survey made at the request of Hon. Hubert Work, Secretary of the Interior, and submitted to him February 21, 1928. Survey staff, Lewis Meriam,

technical director, Ray A. Brown, Henry Roe Cloud, Edward Everett Dale, Emma Duke, Herbert R. Edwards, Fayette Avery McKenzie, Mary Louise Mark, W. Carson Ryan, jr., William J. Spillman. Baltimore, Md., Johns Hopkins press, 1928. xxii, 872 p. tables. 8°. (Institute for government research. Studies in administration.)

The Institute for government research has surveyed a number of federal bureaus, and this survey of the economic and social conditions of the American Indian was begun in 1926. It covers a wide field, including 95 jurisdictions which were either agencies, reservations, hospitals, or schools, and involving a study of practically all the Western States which have any considerable Indian population. The section devoted to Indian education sets forth the views of the surveyors regarding mission schools, Government day schools, reservation boarding schools, higher education, as well as vocational guidance, illiteracy, adult education, teachers and teacher training, religious education, occupations, etc.

LOGASA, HANNAH. The high-school library; its function in education. New York, D. Appleton and company [1928] ix, 283 p. 12°.

In designing this book to provide material for courses in education and for use in library training courses, the chief purpose has been to show the function of the library in secondary schools, to state the underlying educational principles upon which modern high-school library service is based, and to show the contributions of the library to the objectives of education. The appendices include the north central association score card for school libraries, selected book lists, and a list of library schools.

MASON, MARTHA SPRAGUE, ed. Parents and teachers. A survey of organized cooperation of home, school, and community. Prepared under the auspices of the National congress of parents and teachers. Boston, New York [etc.], Ginn and company [1928]. xv, 317 p. illus. 12°.

Part I of this book comprises chapters written by prominent educators, defining education and showing how the home, the school, the community, and religion may contribute to the education of an individual. Part II discusses the underlying principles of the parent-teacher movement as it has been developed by the National congress of parents and teachers. The book is a general summary of the parent-teacher movement in the United States, giving its origin, purposes, and accomplishments.

ODELL, C. W. Traditional examinations and new-type tests. New York & London, The Century co. [1928]. xvii, 469 p. 8°.

A presentation of both the traditional examinations and the new-type tests is given in this book, showing the merits and the limitations of each, and suggesting how each may be so constructed and used as to yield the greatest returns. Two chapters are included on the marking system. The author reviews the fragmentary material on new type tests which is to be found for the most part in the form of periodical articles, pamphlets, monographs, and single chapters in books. A selected and annotated bibliography of 100 titles is included. In the preparation of this book, the author had in mind the needs of teachers actually in service, at the same time he endeavored to make the book serviceable to prospective teachers.





## NATIONAL EDUCATION ASSOCIATION COMMENDS BUREAU OF EDUCATION

**W**E COMMEND the work of the United States Bureau of Education, done too often with meager funds and inadequate equipment. We urge upon Congress the importance of making to the Bureau of Education such adequate appropriations as will enable it to do effectively and on the plane of present needs all the work of investigation, information, advice, and promotion for which it was established. Because of the rapid growth of the public high school as a part of our system of education we urge the need of a comparatively large appropriation for the special purpose of enabling the Bureau, in cooperation with State and local authorities and agencies, to make a thorough and comprehensive study of public secondary education, its organization and methods, and its relation to and articulation both with elementary education and with higher education.

Resolution adopted by the National Education Association  
at the Minneapolis meeting, July 6, 1928





## THE QUICKENING



*As first love's radiance and celestial fire  
Pale all too soon to sombre hues of gray,  
So may the spirit lose its heaven-born light.  
The vision fades, the urge divine grows less  
When daily life becomes monotonous.  
Then teacher, put your musty books aside.  
Drop chalk and chart, hide roll-book out of sight.  
Look deep into those glowing eyes of youth  
And contact life again. Thrill with new love,  
Adventure, and high zeal, and you will meet  
An understanding heart. And thus again  
The sacred fire is lit—for Love gives life.*

JOSEPHINE M. FABRICANT

*De Witt Clinton High School  
New York City*



☆ FEB 6 1960 ☆

# SCHOOL LIFE

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LIKE MANY SIMILAR INSTITUTIONS THE ALABAMA POLYTECHNIC INSTITUTE MAINTAINS  
A NURSERY SCHOOL IN ITS HOME ECONOMICS DEPARTMENT

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PARENT-TEACHER ASSOCIATIONS have so grown that they have become one of the outstanding forces in American education. SCHOOL LIFE has long given special attention to the movement. Through the cooperation of Mrs. S. M. N. Marrs, president of the National Congress of Parents and Teachers, and of Mrs. Laura Underhill Kohn, director of one of the bureaus of the Congress, we are enabled to announce the publication in the coming numbers of SCHOOL LIFE of a series of articles concerning parent-teacher associations in their relation to the children and to the schools of elementary, secondary, and higher grade. The topics of the articles and the authors are as follows: (1) The Congress Program of Parent Education. Mrs. E. C. Mason, Winchester, Mass., first vice president of the National Congress of Parents and Teachers. (2) Pre-School Education. Mrs. A. H. Reeve, Philadelphia, Pa., fourth vice president. (3) The Teacher, the Parent, and the Curriculum. Dr. J. E. Butterworth, Cornell University, second vice president. (4) Recreation a Necessary Part of Home Life. J. W. Faust, New York City, Playground and Recreation Association of America, and chairman of Recreation Committee of the National Congress of Parents and Teachers. (5) Books—A Tie that Binds Youth and Age. Sarah Askew, Public Library Commission, Trenton, N. J., National Chairman of Children's Reading. (6) Parent Education in the Home. Ellen C. Lombard, chairman of Home Education of the National Congress. (7) Parents and the Sex Question. Newell W. Edson, American Social Hygiene Association, New York City, chairman of social hygiene for the Congress. (8) Parents and High-School Students. Mrs. D. S. Langworthy, Winnetka, Ill., chairman of juvenile protection for the Congress. (9) Partners in Higher Education. Dr. Cloyd Heck Marvin, president George Washington University.

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# SCHOOL LIFE

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No. 2

## Value of Supervision of High School Student Organizations

*Adviser Acts as Experienced Worker and Exercises his Responsibility through Counsel and Guidance. Purpose is to Develop Initiative, Self-Reliance, Intelligent Independence, and Sense of Responsibility in Pupils. Adviser Should First Determine the Objectives Desired, then Set up Specific Standards and Organize Appropriate Activities. Essentials of Parliamentary Law Should be Mastered by all Pupils*

By PAUL W. TERRY

*Professor of Education, University of Alabama*

SUPERVISION is employed chiefly as a means of making more certain the achievement of desired results. It proceeds by making available to the average worker the guidance and counsel of workers of broader experience who have prepared themselves for such work by advanced courses of training. It has been used in all divisions of the public school for many years but with particularly good effect as regards instruction in the classroom. Now that the school is more definitely interested in the group life of the student body, the necessity of better supervision in this field is becoming apparent. The fundamental principles of sound supervision are the same in all types of educational activity, and for this reason it is possible to take advantage of the careful thought that has been given to supervision of the classroom and use it with appropriate modifications in connection with the supervision of student organizations.

### *Teachers in Contact with Pupils*

Before going on, it will be helpful to point out the difference between the supervisory responsibilities of principals and those of teachers in this field. It is the latter rather than the former whose supervisory work brings them in direct contact with pupils. Student organizations belong to the pupils in a way that the classroom does not. They are often determined to "paddle their own canoes" and teachers should never oppose their

doing so except when disaster threatens. The adviser of an organization is at his best when he acts as an older, more experienced worker and when he exercises his responsibility through counsel and guidance rather than by the methods of the autocrat. The teacher, therefore, is really a supervisor of the activities of pupils in much the same sense that the principal is a supervisor of teachers. The discussion of supervision that follows is based, for this reason, primarily on the point of view of the teacher; the suggestions which are made, however, are not less significant to the principal, for it is his privilege to help teachers do these things.

### *Define Meaning of "Supervision"*

With these thoughts in mind let us define what is meant by supervision in the case of student organizations. It is not practicable in the space that is at our disposal to draw up an elaborate definition; it will be sufficient for our purpose to set forth several of the most important principles in brief statements as follows:

1. The purpose of supervision is to improve the activities of the officers and members of student organizations.
2. It proceeds on the basis of definitely organized objectives, sets up specific standards that are understood by all, and strives to achieve them.
3. It calls for the cooperation of pupils with the adviser.
4. It seeks to develop initiative, self-reliance, intelligent independence, and a sense of responsibility for the group's work on the part of pupils.

5. Abler officers and members are to be encouraged to do difficult and superior work.

6. Supervision must be judged on the basis of the results which it achieves.

For further elaboration of these principles, see Burton, W. H., *Supervision and the Improvement of Instruction*, pp. 10-12.

### *Determine Objectives to be Achieved*

The first thing that the adviser needs to do is to determine the objectives which he desires to achieve. Not until this has been done is he in position to select the activities in which his pupils should engage. We will mention four sources to which painstaking advisers go for help on this preliminary part of their work. The first of these is to be found in lists of the values which are attributed to student activities. Koos, for example, gives, in Part II, *Twenty-fifth Yearbook, National Society for the Study of Education*, a list of 25 values taken from 40 writings on the subject of which the following are reproduced for purposes of illustration: (1) Training in leadership, (2) in social cooperation, (3) in citizenship in a democracy, (4) in recreational and aesthetic participation, (5) in correct business practices, (6) and in parliamentary usages, (7) vocational guidance, (8) worth-while friendships, (9) improvement of discipline and school spirit, (10) scholarship, and (11) the exploration of pupil interests and abilities. Teachers use lists of this kind by examining the appropriateness of each item as an objective for their particular organizations. The adviser of a school news-



paper, for example, might well select items 1, 3, 5, 6, and 11 for special attention at the hands of his group, and the adviser of a French club might be particularly interested in items 2, 4, 7, and 10. Many advisers find it profitable to study the well-known "seven cardinal objectives of secondary education" in a similar way.

#### *Patrons' Criticisms of Activities*

Another valuable source of help in determining the direction of supervisory effort is the criticisms of extra-curricular activities that are commonly expressed by patrons of the school. Dr. Carter Alexander collected in October, 1926, a list of 27 current objections to secondary education on the part of the public, of which 10 referred to student activities. One of the most common of these is the belief that social activities develop extravagant tastes and habits. This belief might well be considered by the adviser of a girls' club, for example, in selecting her objectives for the year. The complaint that activities contribute to social and moral laxity on the part of pupils should be examined by advisers of student councils. Four of the objections, including "Athletics are conducted for the fans rather than for the good of the school" as an example, should receive careful attention at the hands of the advisers of athletic organizations. The end desired is to remove all grounds of legitimate complaints of this kind and the most effective means is the adoption on the part of appropriate organizations of positive objectives, such as simplicity of dress and inexpensive refreshments, followed by the selection of suitable pupil activities on the basis of these.

#### *Method of Discovering New Objectives*

The supervisory survey is another means of giving direction to the adviser's work. It is simply a method of probing into any aspects of an organization's activities in which the adviser suspects shortcomings. It can be carried on by questionnaire or by conferences with pupils and may include such problems as: Why do many pupils fail to attend meetings or take part in the programs? What knowledge do officers and members possess of parliamentary law? What are the most important qualifications of competent pupil leaders? etc. The examination of an unwholesome situation in this way may be expected to disclose a line of facts on the basis of which new plans can be drawn up on which dependence can be placed to effect the improvement that is desired. The supervisory survey, in short, is a systematic method of discovering new objectives when these are needed.

An example of the use of the supervisory survey is in *A Survey of Extra-Curricular Activities in the High School*, by

Gertrude Jones in *School Review*, volume 34, pages 734-744.

When objectives have been determined, the task of achieving them remains. In accordance with principle 2 above, the adviser must set up specific standards and organize activities that are precisely appropriate to his objectives. In the following paragraphs it is our intention to describe a few cases which show how this can be done. The objectives and standards in every case are desirable in all schools, and the activities and techniques that are described can be used by any well-trained adviser.

#### *Train Pupils to Select Leaders*

The ability to select competent leaders is one of the skills that should be possessed by all citizens in a democratic society. That much remains to be learned in this direction by the people of the United States none will deny. An abundance of opportunity for training pupils in this ability is provided by the annual and semiannual elections of the officers of student organizations. The interest of pupils in these events is so strong, ordinarily, that tactful advisers have little difficulty in securing their cooperation (principle 3) in establishing the higher standards and ideals that are necessary for the improvement of their ability to make wise choices. The first thing that needs to be done is to lift these occasions above the personal plane by emphasizing their social significance. The welfare of the entire group, its spirit and achievements, its prestige, the avoidance of the humiliations attendant on having its officers discharged or recalled—all depend on the selection of competent officers, and these are more important than the desires of any individual candidate or elector. Pupils also need to be cautioned against the common weaknesses of people in choosing leaders. They should not commit themselves hastily before weighing carefully the worthiness of the several candidates. Nor should they allow their attitudes to be determined on the basis of traits that have little relation to a candidate's fitness for the office to which he aspires, such as his style of dress, facial features, social popularity, ability in athletics (unless the office lies in this field), membership in another group to which the elector also belongs, etc.

#### *Traits Which Qualify for Leadership*

When pupils understand the meaning of elections and the common frailties of electorates, they are prepared to consider the general qualifications of competent leaders which should be used as standards in making their choices. A comprehensive list of standards can not be presented here, but any such list would include such qualifications for a leader as the ability to present his plans clearly to

others, fair-mindedness and courtesy to all, the ability to cooperate, interest in and loyalty to the objectives of the group, honesty, dependability, and good scholarship. Then there are the special traits which should be possessed by candidates for an office that requires a particular type of ability. The treasurer of a large organization that handles a considerable amount of money, for example, should possess at least an elementary knowledge of sound financial practices and have a reputation for neatness and punctuality in his written work.

Work of this kind, if carried on at every important election by all advisers who have the opportunity, may be expected to produce substantial results in each generation of youthful citizens. Tactful and competent advisers know how to do this in such a way as to develop a sense of responsibility for the common good and habits of intelligent independence of thought (principle 4) on the part of pupils that will endure. Systematic methods such as these, and these only, can be counted on to improve greatly the ability of the public to select superior leaders.

#### *Self-Rating Scales Are Advantageous*

The self-rating scale is one of the newer devices that is available to advisers as a means of setting up definite civic standards. Such scales are simply lists of traits clearly described with space for indicating the amount of the trait which the rater believes he possesses. One of the most ingenious of these is the character scale of the Character Education Institution. It includes 30 traits, such as tolerance, honor, and attitude toward others. Of each trait there are 8 graduations, 4 representing desirable qualities of the trait and 4 representing undesirable qualities. The four qualities that are placed on the right-hand side of the trait range from the first one, which is "fair," to the last, which is the "best possible." Similarly, the four qualities in the left hand range from "lacking" to the "worst possible." The directions that accompany the scale can be followed by pupils easily with occasional assistance from the adviser. With scales of this kind as models advisers can make up new scales that more precisely meet their particular needs in respect to the traits with which they desire to impress their pupils. In this way they can bring to pupils' attention either desirable or undesirable manifestations of traits to which many have not given thought before. An occasional self-rating is a wholesome experience. It enables pupils to get a straight look at themselves and it helps advisers to understand their pupils better. It gives opportunity, moreover, to reduce the assurance of the overconfi-



dent as well as to encourage those who are inclined to underestimate themselves.

#### *Every One Should Understand Parliamentary Law*

A command of the minimum essentials of parliamentary law is an important part of the equipment of all citizens who desire to feel confidently at home in public meetings, who are determined to exercise the right to express their views, or who aspire to positions of leadership in the organized groups to which they belong. The modern school is no longer willing to confine its instruction in parliamentary law to the literary societies but is determined to have it done in such a way as to reach the entire student body. This is accomplished in a number of progressive institutions by setting aside at stated intervals a brief period during the meetings of home rooms (or of all other suitable organizations, if home rooms are not available) for the intensive practice of parliamentary law. At each period the practice is confined to a few principles selected in advance, and during the course of the year it has been found practicable in many schools to cover all of the topics with which the average pupil needs to be familiar. From time to time it is helpful to vary the drill work by introducing interesting plays on right or wrong ways of conducting meetings or by organizing the group in imitation of an adult deliberative body such as the senate, a court, or a city council.

#### *Brief Digests Are Easily Made*

To achieve this objective pupils must have access to published materials on parliamentary usage. Quite a number of manuals costing from 25 cents to \$2 are available. In addition to the common principles of usage several of the manuals contain helps such as advice to officers, how to make a committee report, sample copies of the secretary's minutes, etc., and several have arranged the format in such a way as to facilitate systematic study, the answering of questions, and ready reference work. If funds are not sufficient to purchase an adequate number of manuals the school can mimeograph three or four pages of the most essential usages and distribute these to all who can use them. Manuals and digests of this kind save teachers and pupils alike a great deal of time. The results of practice of this nature become apparent quickly in the increased ease and assurance with which meetings are conducted throughout the school (principle 6), and teachers are relieved of the unpleasant duty of interrupting meetings for the correction of errors. The ultimate outcome of persistent training of this sort will be a citizenship that is far more effective in public gatherings than is the present generation of adults.

Recent improvements in technique have greatly improved the effectiveness of directed group discussion as a means of interesting members of student organizations in ideals that pertain to the community life of the school. One of the most valuable of these techniques is that which makes use of behavior problems in which the desired standards of conduct are involved. Problems that describe situations in which boys and girls frequently find themselves are the most efficacious. These are presented, ordinarily, on mimeographed sheets, together with a few questions to start the discussion. The following problem on unsportsmanlike behavior will serve as an example as to content and form of presentation.

#### *A Question in School Ethics*

"Problem: During a game of basket ball between this school and a visiting team the captain of our team saw one of his team mates deliberately trip one of his opponents. The foul was not seen by the referee, and the trick aided our team in making two points. Questions: (1) Should our captain have praised his team mate or reproved him? (2) As a member of the school interested in the success of your team, what do you think of our tricky player? (For further details, see Beatty, W. W. *An Experiment in Applied Psychology*, II. *Elementary School Journal*, vol. 21, pp. 432-435.)

Observant teachers can discover as many problems of this kind as they desire and it is not difficult to find cases which include the specific ideals which the adviser believes need to be studied. Boys and girls think earnestly and deeply about questions of this kind. Skillful suggestions on the part of the adviser lead to the consideration of aspects of questions which otherwise might escape their attention. Answers betraying antisocial points of view should be received by the teacher without expression of disapproval, for the pupils can and will do this with more effect than the teacher. Eventually, correct social ideals usually emerge and pupils feel the power of public opinion behind them. Repeated discussions of this kind can be relied on to give permanence to superior standards of conduct more certainly than direct moral instruction.

#### *Opportunities for Training in Leadership*

One of the values most frequently associated with student organizations is that they provide opportunities for training abler pupils in the traits and skills of leadership (principle 5). Although great emphasis is given to this value in the literature, very few writers offer concrete suggestions as to how the adviser should proceed. No more can be

done here than to merely mention some of the practices of resourceful teachers. One of the simplest and most helpful of these is to give newly elected officers a printed or mimeographed card which contains a list of the most important duties which they are expected to perform. Many a sorely puzzled young officer has been assisted over his first confused gropings in this way and enabled to make a good beginning. Other schools give officers lists of questions to ask themselves that point out specific activities and ideals and standards of work to which conscientious thought should be given. This is a form of self-examination which should be practiced continually by inexperienced and experienced leaders alike. Not a few advisers have learned that valuable help on the subject of leadership can be obtained from community organizations such as the churches, Y. M. C. A., chambers of commerce, and dinner clubs. The general headquarters of these societies have prepared numerous books and pamphlets for the guidance and assistance of the leaders of their local groups. Much of this material is well adapted to the needs of the officers of a student organization. The 17 "principles of secretarial ethics" that are found in the 1921 report of the National Association of Commercial Organization Secretaries, for example, can be studied with great profit by the executive officers and managers of student organizations. The societies above mentioned are glad to give much of this material to the school free of charge and the remainder may be purchased at small cost.

#### *Teach Principles of Management*

Another of the types of assistance which pupils need very much is a knowledge of the fundamental principles of the management of organized groups. Experienced and observant advisers do not make the mistake of assuming that pupils know these things already. They take pains by verbal instruction, by mimeographed memoranda, or by providing appropriate published materials to instruct officers along such lines as how to stimulate the morale of the group, how to be considerate of members, how to delegate responsibility, how to organize a program of work for their term of office, how to organize attractive programs for meetings, and how to conduct meetings with dispatch and in an acceptable manner. The unsatisfactory nature of the results of instruction of the kind above described when given in an incidental way has led a number of schools to form groups for the more systematic instruction of officers. Working out the problems of leadership in the organizations, which these pupils serve, is the chief function of leaders' clubs. By pooling their experiences, ex-



changing views and mutually encouraging each other, under the direction of a competent adviser, the members increase their skill and strengthen their spirit as leaders with unmistakably beneficial results to the community life of the school.

Teachers and principals are sometimes deterred from using systematic methods of supervision by the fear that such methods may destroy the spontaneous interest of pupils in their activities. There is little ground for this fear. Artists in all fields must first master the technical skills of their profession. When this has been done, and not until then, can they hope to do superior creative work. The competent teacher-adviser should be an artist in the leadership of boys and girls, and acquiring a command of the techniques of supervision will not hinder his work; on the contrary it is the only basis on which superior results can be achieved.

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### Art on Parity With Academic Subjects

Because of the value to the child as an individual and as a citizen, art is placed on a parity with academic subjects in Lincoln Platoon School, South Bend, Ind., and it becomes an integral part of the child's school life. Pupils work in a room particularly adapted to needs of drawing classes, with necessary paraphernalia, including facilities for applied arts. Periods are short, and work is intensive. To develop an interest in civic improvement, architecture, and in home planning, art study is related through problems to civic enterprises and interior decoration.

## Americans and American Schools Find Favor with Uruguayan Visitor

*Two Great Cults in America—Religion and Education. Children Go to School Because it Is Customary and Traditional. Americans Work with Envious Seriousness, But They Are Good Fellows When Their Business Is Done*

By SEÑOR PEDRO FERRARI

*Uruguayan Inspector of Schools*

THE SCHOOL is in complete harmony in the various States which compose the Union. Primary, secondary, and industrial instruction are continued and coordinated in their aims under the same direction, and comprise education from the age of 5 to 18 years. Schooling is obligatory, but the obligation is not imposed by force. Children go to school because it is customary and traditional. Children do not run about the streets there or engage in child labor as here. The American has two great cults—religion and education.

The organization of the educational system is admirable. In a country where everything must be run efficiently the educational system is perfectly adapted to fill its rôle. The child is taken at an early age by the elementary school and passes through the institutions without interruption. The whole magnificent organization follows a definite scheme. The principle "to educate for life by life" of Dewey inspires the educational movement.

Translation from an article in *Imparcial*, Montevideo, Uruguay, June 28, 1928; forwarded to the Secretary of State by Gerhard Gade, American Chargé d'Affaires, Montevideo.

Perhaps we, who are romantic by inheritance, will not altogether accept a certain utilitarian phase to which American education is subject, but I came to be delighted by it, because after all that is the truth in life even if many euphemisms are employed, and it is perhaps the great truth of this people who are great in every way. Another characteristic of American education which contributes to its strength is how individual vanity is sacrificed to the general welfare. It is curious to see even in the primary schools how the children, working in groups, learn from their early years the truth that power and unity depend on cooperation and solidarity.

I do not believe any longer in the materialism of which this people is accused. I have passed a year in North America and I can guarantee that what we say are superficial remarks regarding much which we do not understand about the country and its institutions. We depict the American as a type in permanent intellectual darkness, obsessed by dollar hunting, incapable of high thoughts and ideals, and nothing is farther from the truth than this. The American, as well as all his institutions, is imbued with a spirit of method, and when we come to understand it we must admire it. Apart from the peremptory duties of life, the American is the most optimistic and jovial person one could wish. He works with enviable seriousness, allotting his time as though it were gold, but when his work is done he turns with open-heartedness and generosity to all intellectual pursuits.

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## Education for Parenthood

The national board of managers of the National Congress of Parents and Teachers believes that universal education for parenthood is of supreme importance to the highest development of our civilization. It urges—

1. That colleges give special attention to problems of parenthood and home making.
2. That directors of summer schools make special provision for classes in parent education as rapidly as suitable instructors are available.
3. That teachers colleges include special training to prepare their graduates to lead parent education groups in local communities.
4. That graduate teachers colleges provide for the training of teachers to present parent education in undergraduate schools.
5. That extension and correspondence study departments of colleges and universities develop courses in parent education.
6. That every elementary school principal take courses in parent education or encourage some other member of the school faculty to do so.
7. That visiting teachers be properly equipped to do individual and group work in parent education.
8. That public libraries feature special collections of books, pamphlets, and periodicals on home making and parenthood.
9. That State and city school officers look forward to bureaus of parent education as a permanent part of their regular staffs.

The national board of the National Congress of Parents and Teachers stands ready to cooperate with agencies working for a trained parenthood. It commends the United States Bureau of Education for its activity in this field and urges further development of its service to the cause of parent education.—*Adopted at Charleston, S. C., September 27, 1928.*

A plan for rotation of grades in rural schools has been inaugurated in Costa Rica, by executive decree, in the effort to give the advantages of at least fourth-grade education to all people in rural sections of the country. To schools having at present three grades a fourth grade will be added. In schools which have now only two grades, first-grade work will be discontinued next year and second and third grade instruction given; the following year, third and fourth grade; and the year following, fourth and first grade work, completing the cycle of instruction in four years.



# Home Economics Has An Established Place In Present-Day Education

*Teachings are Concerned with Applications of the Natural and Social Sciences. Home Economics Leaders Among First Advocates of Correct Feeding for Children. Notwithstanding Active Agitation, Need of Sufficient Food of Proper Quality is not yet Universally Recognized. Care of Infants Long a Branch of Home Economics Teaching. Opportunities for Persons with Home Economics Training*

By EMELINE S. WHITCOMB

*Specialist in Home Economics, Bureau of Education*

HOME ECONOMICS in its widest scope is an applied subject. Its teachings are concerned with the application of the natural sciences, economics, sociology, art, and psychology. Its growth and progressive development are governed by the researches and findings in these fields. Citizenship training has held for some time the keystone position in education of this country, and it is generally agreed that such training

involves among other things the problems concerned with sound health, the care and welfare of the young, home and family relationships, and vocational effectiveness. These are among the cardinal principles upon which our present-day education is founded. And home economics contributes to each of these principles.

Of all the factors entering into the health program none is more important than adequate nutrition. Without it

there can not be optimum physical or mental development, energy for work and play, nor those substances essential for body building and general well-being.

Leaders of home economics were among the first to advocate better feeding for children. Through their efforts the first school lunch room in this country was installed; it is now considered by progressive educators not only an important educational asset to the school but a



Advanced classes serve luncheon to their friends in the home economics apartment of the Northern High School, Detroit, Mich.



business investment as well. So much importance is attached to this institution that in general it is no longer relegated to the musty school basement, but it is given the top floor or some other desirable

Undoubtedly the nutrition campaigns fostered by the teachings of home economics in and out of the schoolroom have gone a long way to change the long-established and inadequate American dietary of meat, potatoes, and white bread. The food habits of the Nation have been largely influenced, if not revolutionized, by the teachings of home economics. Yet the work is far from finished, for the Surgeon General of the United States Bureau of the Public Health Service, writing on the progress of medicine, says: "Much has been accomplished within the last 50 years; much more remains to be done in the prolongation of life and promotion of happiness. There is yet too much preventable disease. Figures at hand indicate that deaths from diseases of the heart, blood vessels, and kidneys, apoplexy, insanity, and cancer have increased in this country during the past 50 years. Unfortunately, the exact cause of all of these and other chronic degenerative diseases which carry off more than 250,000 victims of the United States each year are still obscure. It is believed that the increase in some of the chronic diseases

tions for personal cleanliness, more prepossessing personality, good grooming, appropriate dressing, and sanitary house-keeping have helped to change our methods of living. The daily bath not so long ago was a physical impossibility for even the most fastidious, and for lack of facilities still is for many persons, yet for the majority it has become a necessity. Present-day homes for families even of moderate circumstances make ample provision for bathing, fresh air, and sunlight. In other words, America is fast learning that cleanliness is next to godliness.

#### *Nutrition Taught through Pupils' Organizations*

A year or so ago a "Health and Happiness League" was organized in Texas which reached a membership of more than 21,000 boys and girls below the eighth grade, representing 811 elementary classes with 620 teachers. This organization owes its birth to the bureau of nutrition and health education of the State University of Texas. The bureau has assembled, classified, selected, and edited material in graded lessons for the first and through the seventh grade. This material is accessible to teachers for a small deposit which is refunded when material is returned. Interest in this work is shown by the increased enrollment of teachers and towns over that of a year ago.

In short, home economics contributes to sound health through its teachings of nutrition, preparation of food so as to preserve its nutriment, personal cleanliness and proper clothing, sanitation of home and community, and to civic beauty and attractiveness in general. The standard of any community may be well judged by its home making.

The study of home economics from its inception has included the care and



Alice Lu was reared in a college home management house

location where fresh air and sunshine are unhampered in their contributions to the development of healthy, happy, and hopeful young citizens. It is here that boys and girls, and even faculty members, are taught intelligent discrimination in food selection, patience, consideration for others, and civic responsibilities.

Interest in the malnourished child is shown by national, State, and local governments, and by private organizations. This interest in the nutritional welfare of children is well-nigh universal. Nevertheless large numbers of persons responsible for the feeding of children have not been convinced, for, as Emerson's figures show, one-third of our children are malnourished.

#### *Schools Must Teach Principles of Nutrition*

Great strides have been made in the dissemination of the facts of child nutrition in the past decade. Relatively little was written on this subject up to 20 years ago. The solution of the problem depends upon the education of the masses, and responsibility for that falls especially upon the school departments of home economics, physiology, physical training, civics, and health education.

is due to wrong habits of life, the result of nutritive disturbances of overfeeding and underfeeding, and improperly selected diet."

Besides the contribution home economics makes to better nutrition, the agita-



Child care is taught practically in Central High School, Tulsa, Okla.



development of the child, and its specialists have been recognized pioneers in this field. They are constantly adding the results of valuable researches.

They have also kept pace with the researches in child psychology, a fact demonstrated by the preparation of teachers of college grade for the nursery schools, in connection with depart-

and in only a very small number of the States is this work offered as a part of health and hygiene, home nursing, Red Cross, civics, or other subjects.

According to the latest census figures there are in this country two-thirds as many children of preschool age as there are in the entire elementary school—about 14,000,000 children of preschool

pupils, but its place in the school curriculum should depend upon the percentages revealed in the survival records; practically all should have it.

According to Home Economics Curriculum Study No. 1, of Teachers College, Columbia University, 100 representative home-economics courses published since 1920, and selected from among nearly 1,000 outlines collected from city and State school systems, show that in home economics the emphasis in child-development work is on conduct, habit formation, motor, physical and social habits, growth and development, play and recreation, care of the sick, food, clothing, and care of mother and infant. In fact, little is left out that concerns the care and healthy development of the child.

In home economics the modern theories of psychology are applied to the practical preparation of boys and girls for parenthood, and the aim is to give the present home makers aid in lifting the standard of child training. Home-economics leaders indorse the teachings of the International Children's Charter, known as the children's bill of rights, drawn up February, 1923. This bill stipulates that every child, irrespective of race or class, politics, or creed, should be born in health and honor, nurtured under healthful conditions, preserved in health, nursed in sickness and distress, rescued when in error, have opportunities for complete development, and be brought up as a member of the human family, conscious of his kinship with other children and prepared to play his part in the service of his fellows. In other words, the bill of rights recognizes the child as an entity; and not only parts of him, but all of him, should be hygienically developed. In this



This high school clothing laboratory has the equipment of a professional workshop

ments of home economics in colleges and universities. Nursery schools affiliated with home-economics departments are rapidly increasing in number. At the last report 22 had been established in colleges and universities, 2 are in general high schools—1 in Los Angeles, Calif., and 1 in Highland Park, Mich. They are the first of the kind in public schools in the country and perhaps in the world. In elementary schools there are 30 or more in which girls of the upper grades and junior high schools are taught how to amuse and care for young children and to prepare and serve food to children ranging from 9 months to kindergarten ages.

#### *Instruction Must be Given Early*

If the majority of pupils are to participate in preparental education it is necessary to begin the work early, for the "survival study" made in the Bureau of Education in 1918 showed that out of every 10 children entering the first five elementary grades, 8 reach the sixth grade, 7 the seventh, and a little more than 6 the eighth grade. Of the original 10 entering the first grade a little better than 3 enter the first year of high school, about 2½ the second year, 1.8 the third year, and 1½ the fourth year. Undoubtedly the next survival study will show a higher ratio in the upper grades.

A recent survey of public-school courses in child care for girls shows that in two-thirds of the States child-care units are offered in departments of home economics,

age—a situation indicating that if the education of this number of preschool children is to receive adequate attention it must be given in the homes, and that preparation for such education must be given to the potential home makers in the elementary school and in the first years of high school.

The instruction should be on the interest and development levels of the



The lawn is an excellent clothing laboratory in springtime



sense the term "hygienically" is used in its broadest sense.

The responsibility for this development must in a large part fall upon the home maker, who ought to be able to find such courses on the level of her understanding in the schools. To what department or departments this responsibility should fall seems very plain. It should fall to all those that have a contribution to make. From the surveys already cited home

child training, household services, and social life; the mother's share in family life, as the manager of family finances, provider of personal services, care and training of children, companionship, home atmosphere, and material comforts; the children's share as helpers to parents, brothers and sisters, sponsors for certain home duties and responsibilities which contribute to the general happiness of the home and family life. This study also

Home making is the largest single vocation in the United States. Upon the home is spent a large proportion of the income of the Nation's wage earners, and much of this is spent by women to supply the family's ever-changing wants, which may be deemed luxuries to-day, comforts to-morrow, and necessities the day after.

Home-economics teaching offers to thousands of women in elementary, secondary, and higher education an opportunity to earn a livelihood and at the same time to contribute to the uplift of home ideals. The number of teachers employed in this work for the entire school organization of the country is not definitely known. The number reported for higher education for 1925 is about 2,500. No accurate statement can be made of the number of teachers of home economics in high schools or in elementary schools. It is safe to say, however, that between 12,000 and 16,000 women are thus employed in high schools and about 15,000 in elementary schools.

#### *Home-Economics Women in Business*

Business offers to many home-economics women lucrative opportunities. The aim of the home economist in business is to make an intelligent and ethical link between the manufacturer and the consumer and employ in this relationship modern educational methods.

Lastly, the dietitian's services have become indispensable to the hospitals and dormitories; and institutions, both private and State, demand the advice of the food expert. Many commercial eating places employ women with home-economics training. The New York State College of Home Economics, at Cornell University, offers an excellent course in hotel management. This field undoubtedly will be occupied more and more by trained home economists.

economics stands in the front ranks as a contributing force.

Psychologists appear to agree upon the power of imitation as a determiner of early mental patterns and of conduct which persist through life. Upon these grounds the home is recognized as the most powerful psychophysical mold in the present social organization. According to this philosophy the parents, the physical environment of the house, the general social atmosphere of the home have an important share in shaping the psychological future of the children.

In accordance with this theory departments of home economics in elementary, secondary, and higher schools are offering a course called "social relationships of the family."

#### *Home Relationships in the Curriculum*

Analysis of 100 courses of study in the junior and senior high schools reported in Home Economics Curriculum Study No. 1, of Teachers College, Columbia University, shows that this subject is offered in each of the six years in this type of school organization, and the topics as outlined include: The home, as a provider of physical needs, a protector, a center for social intercourse, a developer of character, a promoter of ideals, and fine social relationships; the father's share in family life, as the provider of income, protection, and companionships, and cooperation in

includes home culture as to educational, social, ethical standards, aesthetic appreciations concerned with behavior, conduct, furnishings, literature, nature study; religious education and life in the home; home life of other people and finally an analysis so far as possible of what is meant by "worthy home membership" and the responsibilities of each home member to this cardinal principle of education and citizenship training.



A unit kitchen for small groups in a junior high school in Long Beach, Calif.



This home-making room may be used for either sewing or cooking classes



# What a Community May Reasonably Expect of Its Teachers

*Cheerfulness, Tact, Public Spirit, and Community Interest Are Qualities Which Every Teacher Should Show. Understanding of Children and Helpfulness Toward Them Are Clearly Essential. Teacher May Properly Expect Cooperation and Good Will*

By ELSIE P. JOHNSON

*Member of the School Board, Claremont, N. H.*

WHAT do the people of a community have a right to expect of their teachers? The first thing we expect of our teachers is optimism—a bright and cheerful attitude toward their work and their community. A proper sense of humor and a correct sense of proportions. It has been said, "An optimist is one who can sit down in the quiet of the evening and make a cool, refreshing drink of the lemons handed him during the day." A teacher's personality is so reflected by her pupils that it is no profession for people with grouches.

We also expect our teachers to be tactful. A well-known professor in one of our normal schools used to tell his school-management classes this story: A rural school teacher observed a long, low woodshed roof, when she first entered her new schoolhouse. Imagining her pupils would all be climbing and sliding upon it, her morning talk consisted of a lecture about keeping off the roof and threats of punishment should they go upon it. At the first recess she had a chance to try to carry out all her threats; the children had never before thought of playing upon the roof until the tactless teacher gave them the idea. Tact is much needed in dealing with critical parents and patrons with their practical and impractical whims.

## *Reasonable Social Activities Are Helpful*

A teacher to be successful needs to cooperate with the community in all its worth-while activities. Of course this should not interfere with their school work. Sometimes so many evening functions are attended that the pupils find their teachers "sleepy in classes." However, to a reasonable extent these trained teachers should assist and often lead in church work, girl or boy scout clubs, the grange, parent-teacher associations, community clubs, and all such organizations. Not only does their enthusiastic help greatly aid these groups, but it makes for friendship and pleasant relationships with their pupils' parents and other citizens.

This brings us to the fourth thing I would say we should expect of our teachers, which is that they spend the majority of the week-ends in the town where they teach. This is much more important in

a small town or rural community than in a large city.

Mothers and fathers feel their children's teachers should be the right kind of an example for their children outside of school, as well as in the classroom. We want the ones who have the training of our future citizens to maintain dignity and moral standards that will be beyond reproach. "Actions speak louder than words" is very applicable here.

## *May Cultivate Gentleness and Poise*

It is gratifying to note that most teachers avail themselves of every opportunity to teach politeness and good manners. Is it too much to expect of them that they cultivate a gentle tone of voice, that does so much to produce quiet and calmness in the nervous age?

Religious education may be only incidental. True reverence to God can be taught in opening exercises. A Christian teacher will find many opportunities in nature study to emphasize "that the heavens declare the glory of God and the firmament showeth his handiwork." In a recent article in the American Magazine Angelo Patri said that he knew no better rules to hold children rigidly to than the Ten Commandments.

We each expect the teacher to understand our own child and help develop his best traits. This is an age of individual training, as well as of group cooperation. Although a teacher may have 40 pupils we expect her somehow to make each one do his best. Tommy of Miss Smith's fifth grade had been particularly troublesome all day and was kept after school. While he was doing the tasks of cleaning boards Miss Smith talked in a friendly way about his outdoor interests and home pets. At the close of a genial half-hour's chat, Miss Smith said, "Tommy how can you be so perfectly horrid in school, when you are so nice now?" Tommy's reply applies to others besides Miss Smith, it was, "That's just what I was wondering about you."

The playground offers the teacher a chance to become better acquainted with her children. Orderly playground sports entered into by the teacher give her an opportunity to reach the children in their natural sphere. It is required of most

teachers—yet in many school yards still we see unorganized play resulting in wrangling and fights with no teacher in sight. Many times a child can be reached through play whom a teacher has been unable to touch in any other way.

It is a great deal that we expect of our teachers—what then shall the community do for them? It goes without saying that they should be paid a salary that is as near correspondent with their responsibilities as possible. Even though the good we expect them to do can never be measured by money values.

## *Leave School-Room Problems to Superintendent*

These young women and men who have chosen the work of training our youth are only human. They are ever before the public eye. We should never be hasty to criticize, always anxious to commend. The school board as representing the people often receive many complaints. They should be slow to criticize the teachers whom they have employed and should reserve decisions until both sides are heard. School-board members are in school only infrequently, and they can upset the teachers régime by making hasty decisions. It is better to refer school-room problems to the superintendent, who is necessarily in close touch with each teacher and pupil. Most difficulties will be adjusted by the superintendent at once. If they are not, of course the school board should be ready to cooperate. We need as much tact as we expect of our teachers.

## *Parents Should Participate in School Functions*

It is up to a community to provide good boarding places for their teachers for fair prices and make these places real homes. People of the community should visit school, feel obligated to accept special invitations to school functions, attend parent-teacher associations, teachers' receptions, etc. Parents should invite their children's teachers to their homes and be their friends.

We can not expect all the character training to come from the teachers. We must recognize the importance of the pre-school age. We must not expect the teacher with a room full of children for five hours of a day to any more than supplement our job as parents. Health, character, religious training, and manners all have to be well established in good homes. Our attitude towards the teacher is so reflected by our child that we must be very careful not to implant any prejudices.

The teacher has a right to the cooperation, good will, and friendship of the community. In short the rule for the relation of the community and the teachers that will work on both sides, in every case, is none other than the Golden Rule.



# SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
By THE DEPARTMENT OF THE  
INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

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OCTOBER, 1928

## *The National Congress of Parents and Teachers*

LIKE the development of the public-school system itself, and perhaps next in significance, the development of the parent-teacher association is an indication of the attitude of the American people toward education. In its origin and outstanding features our public school is essentially American. If there is anything just like it anywhere else, the American example is responsible for it. Equally characteristic is the parent-teacher association. Organizations of parents of pupils have grown up in other countries; but, except in Canada and Cuba, which are so close to us that the experiences and ideas of their people are in many respects similar to ours, the purposes and methods of those organizations differ widely from our parent-teacher associations—so widely, in fact, that instances have occurred elsewhere in which the school directors have considered the associations unmitigated nuisances.

Such antipathy would be practically impossible in this country, not only because the officers of the associations, national and local, consistently maintain an attitude of helpfulness, but also because school officers and teachers are themselves members of the associations and normally active participants in shaping their policies. That membership and that participation is contemplated in the constitution and in the name itself of the organization.

It is true that occasionally some school superintendent manifests impatience with some action of a parent-teacher association, and a few superintendents class the associations among their "problems." Suasion and tactful compliance are the natural and obvious remedies, but in time of stress the superintendent has a weapon as effective as that available to the British Prime Minister in influencing the House of Lords. The minister may cause the creation of new peers in sufficient number to carry his point; the superintendent may cause increased membership and more active participation by his teachers. But the need of such action is as remote in the one case as in the other,

and the results would be well-nigh fatal in either.

In the words of its president, Mrs. Ina Caddell Marrs: "The National Congress [of Parents and Teachers] is organized for the purpose of promoting this interest [in child life] among its members in order that there may be a closer cooperation between the home and the school, a better understanding between the parent and the teacher, and a larger sense of appreciation on the part of all citizens everywhere as to their responsibility to all the children of all the people." And that spirit of cooperation marks every important utterance and every important action of the organization.

Republican government contemplates that the functions of government shall be performed by representatives of the people; in the machinery of the public-school system the choice of officers and teachers is removed from individuals in the population, and the relation between patrons and teachers is indirect. The most fruitful function of the parent-teacher association is to efface the chasm that has separated the teachers from the parents and to bring them into sympathetic contact in the work they do for the same children.

If the parents and teachers did no more than meet every month to talk things over in friendly fashion their organization would be justified abundantly, for the interchange of aspirations and of viewpoints would be immensely beneficial. In that interchange lies, perhaps, the greatest good of the organization; but to maintain interest with a program of informal discussion would be out of the question. Meetings must be made fruitful, and activities must be devised which create in the individual members the feeling that each one is doing something worth while for his children, for the community, and for himself. Success in doing this is the foundation of the marvelous growth of the National Congress of Parents and Teachers. No organization can reach an enrollment of more than a million and a quarter members in 31 years unless it fill a plainly recognized need and unless it offer palpable benefits. The parent-teacher organization does both these, and its growth seems only fairly started.

In 4 States more than 3 per cent of the total population are already affiliated with the National Congress of Parents and Teachers; in 1 State, Colorado, the proportion is 4.35 per cent. The pupils in high and elementary schools are more than 24 per cent of the population. That the parents willing to join in cooperative effort in behalf of their children will ultimately be at least as many as one-eighth the number of pupils is not only a reasonable expectation but practically certain. To predict a membership of 3,000,000 within five years is a modest estimate;

it would imply a rate of increase even less than that shown in the past five.

The possibility of achievement within the immediate future may therefore be multiplied accordingly, for greater numbers can do greater things. What has been accomplished is an indication and a promise of what is to come.

Three recent publications have set forth the work of the national congress in a way that is astonishing to those who have not been in touch with the progress of the organization: First, "The Parent-Teacher Association," by Dr. J. E. Butterworth, of Cornell University, reports a detailed examination of the activities, objectives, and organization of 797 parent-teacher associations in 9 States. It is a presentation that is certainly not biased in favor of the associations, but its accuracy and its constructive purpose were recognized by the congress in making Doctor Butterworth one of its vice presidents. Second, the "Proceedings of the Thirty-Second Annual Meeting of the National Congress of Parents and Teachers at Cleveland, April 30-May 5, 1928," is a monumental volume, issued with extraordinary promptness, which sets forth the aspirations and doings of the organization with great fullness. No one who reads it can fail to be impressed by the ability and sincerity of the leaders, nor can he avoid the conviction that the organization is an instrument of tremendous value and that its possibilities for good are almost without limit. Third, "Parents and Teachers, a Survey of Organized Cooperation of Home, School, and Community," puts in form for popular reading the essential facts relating to the organization which may be gathered from the "Proceedings" as an original source.

The literature of the subject has grown tremendously. The periodical output is particularly extensive. The Child Welfare Magazine is the organ of the National Congress of Parents and Teachers, and 41 of the State branches issue official bulletins. One must read these to be fully informed; but the three recent books described convey a satisfactory understanding of the achievements of the organization as a whole. They are of great variety. To enumerate them is a task of magnitude, but they all tend—

"(1) To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure more adequate laws for the care and protection of women and children.

"(2) To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child, and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education."



# Games Expected to Restore Shattered Health of German People

*Casualties of Battle, Declining Birth Rate, and Mortality Caused by Privations of War Seriously Affected the Population of Germany. People Have Turned to Sports to Rebuild Individual and National Health*

By MAX ZIMPEL

*Rektor der Hufnagel Mittelschule, Frankfort am Main; Exchange Professor at North Dakota Agricultural College, Fargo*

**"B**ETTER HEALTH" is the watchword of the new Germany. After the war Germany found herself a crippled nation. Two millions of her finest and most vigorous young men had been killed. Two million more were maimed. The birth-rate had declined sharply to one-third of its former figure. There were nine years of undernourishment during which the Government rationed bread, meat, milk, sugar, butter, potatoes—in short, nearly everything. All savings were lost when the German mark lost all its value. Improper housing and scarcity of fuel brought further hardships.

## *Vision of Salvation in Physical Training*

Thinking people became alarmed over the future of a people struggling under handicaps so overwhelming. Physical education and physical training came as a vision of salvation. People turned to sports with an enthusiasm which militarism had never been able to arouse. Military training had once developed the young men, but since its abolition the youths of the land eagerly took to games and exercises. In the new Germany there is physical education and better health for both sexes, regardless of age.

The children begin their physical exercises in their early school life. There are three hours per week of physical instruction and two hours of organized games in all grades and classes of the elementary and high schools. The games are of the vigorous sort, each one designed for a special purpose. Very important are those which develop the heart and the lungs. Others are practiced to build up the muscles of the extremities, while a third group give tone to the abdominal muscles, the neglect of which is so often the cause of disease. An entire day of each month is devoted to hiking. A whole school, all classes with their teachers, may travel into the country by rail at the reduced rate of one-third of a cent per mile. From morning to evening the day is pleasantly and profitably spent in the open air, tramping around in the woods and among the lakes in a first-hand study of nature under the teacher's leadership.

Ninety per cent of the German boys and girls go to school only to the age of 14 and then are apprenticed for four years. For their work they get only \$2.50 a month in the first year, and in each following year \$2.50 more. They especially need physical training, for a recent investigation has shown that 27 per cent of the children that left school at Easter, 1928 (the first of the so-called "war children," born in 1914 and brought up under the most unfavorable conditions), are suffering from tuberculosis. They are particularly desirous for better health. When the stores and the workshops close there is a rush to the public parks to participate in track events. The young men, while exercising in the open air, are clad only in trunks, even in winter, and the girls and women wear only a light and short gymnasium suit, which leaves the arms and legs free.

Grown-up people go for physical training to the public gymnasiums and stadiums. There are public instructors who are available for the nominal fee of 25 cents per hour, which includes dressing room and a hot shower.

## *Means of Promoting Physical Exercise*

Seven million German people are organized into associations for the promotion of physical welfare. As an encouragement for physical care these associations give sports medals. They are given to those who can qualify in a certain set of track events, and some of the requirements, by the way, are rather severe; for example, the aspirant must run 10,000 meters, or about 6 miles, in 50 minutes. The first medals given are of bronze, but anyone above 35 years of age who can qualify is given one of silver, and anyone over 50 who is successful receives a gold medal.

Sunday is the popular day for physical recreation. Thousands tramp to the mountains and others spend the day in skiing or cycling. The entire day is wholesomely spent out of doors. As an accommodation to these hiking and cycling people, the country is covered by a net of so-called "Jugendherbergen" (that means rest houses), frequently established in romantic ruined castles or

monasteries that have been rebuilt. There the young people can get meals and lodging at ridiculously low prices. Every community feels it a patriotic duty to provide one of these resting places.

In America one finds a great interest in physical education too, but the spirit is very different. The American delights in competition, the German in cooperation. In America the greatest care is given to a small group already well gifted by nature that then fights for a whole body, a school, or a college. Germany's pride is in training every one, especially those who need it most. The American schools teach the students the fundamentals of health through hygiene, the German schools instill into them the elements of health through exercise.



## Recent Publications of the Bureau of Education

The following publications have been issued recently by the Bureau of Education of the Department of the Interior. Orders for them should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated.

ACCREDITED HIGHER INSTITUTIONS. (Bulletin, 1927, no. 41.) 10 cents.

STATISTICS OF NURSE TRAINING SCHOOLS, 1926-27. (Bulletin, 1928, no. 2.) 10 cents.

COLLEGE AND UNIVERSITY EXTENSION HELPS IN ADULT EDUCATION. L. R. Alderman. (Bulletin, 1928, no. 3.) 10 cents.

COMMERCIAL EDUCATION IN 1924-1926. J. O. Malott. (Bulletin, 1928, no. 4.) 10 cents.

SCHOOLS AND CLASSES FOR FEEBLE-MINDED AND SUBNORMAL CHILDREN, 1926-27. (Bulletin, 1928, no. 5.) 5 cents.

PROFESSIONAL PREPARATION OF TEACHERS FOR RURAL SCHOOLS. (Bulletin, 1928, no. 6.) 15 cents.

SCHOOLS AND CLASSES FOR THE BLIND, 1926-27. (Bulletin, 1928, no. 9.) 5 cents.

INDUSTRIAL SCHOOLS FOR DELINQUENTS, 1926-27. (Bulletin, 1928, no. 10.) 5 cents.

EDUCATIONAL SURVEYS. Arthur J. Klein, Walter S. Deffenbaugh, Timon Covert, and Edith A. Lathrop. (Bulletin, 1928, no. 11.) 15 cents.

STATISTICAL SURVEY OF EDUCATION, 1925-26. Frank M. Phillips. (Bulletin, 1928, no. 12.) 5 cents.

ITEMS OF STATISTICS OF PUBLIC SCHOOL SYSTEMS. Emery M. Foster. (Statistical circular, no. 10.) 5 cents.

TEN STEPS IN THE PROMOTION OF HEALTH IN RURAL SCHOOLS. J. H. Rogers. (School health studies, no. 14.) 5 cents. Mary S. Phillips.



# How Kern County Free Library Serves the People of Kern County

*Principal Library is in Bakersfield, Calif., the Capital of the County, with Branch Libraries in Eight Towns. Communities Served by 238 Distributing Stations. The Library Supplies Books, Maps, Globes, Dictionaries, Pictures, Records, Films, and Projecting Apparatus to Schools. A Tour of the Outlying Stations*

By JULIA G. BABCOCK  
*Librarian*

IN KERN COUNTY, Calif., there are no backwoods people. Men in puttees and khaki, or in corduroy and shirt sleeves may be 50 or 100 miles from a picture show, but they are there for a purpose—college men, geologists, engineers, prospectors for oil or for minerals, working out projects of irrigation, making the desert to blossom like the rose—thinking persons of the best type. They may be homesteaders, or the sons or daughters of homesteaders living in the mountains or the valleys, real cowboys and cowgirls, riding the range not for spectacular reasons, but for very real ones, rounding up cattle, branding the calves, shipping to market, feeding the world.

To all of these people, whether in camp temporarily, on homestead or ranch, go books from the county library, for this is its primary purpose. People such as these must be alert and alive, forward looking, to accomplish these fundamental things. Books help them. Book service

Portions of an address before the County Libraries Section of the Fiftieth Annual Conference of the American Library Association, West Baden, Ind., May 29, 1923.

makes a hard, rough life endurable for the women. More than one such person has said, "The county library is all that stands between us and utter desolation." I wish that time permitted to tell you of specific instances of the interesting things that are done all over the county, and of how the library helps the doers of them.

Come with me on a little trip of 341 miles which I made recently, at least 300 of which was in the strong wind of the desert. Driving south from Bakersfield over a smooth, shining highway for 30 miles as straight as that line which is the shortest distance between two points, but ever slightly ascending, we come within sight of a spectacle that is worth traveling many miles to see. At the foot of the "Grapevine," so called because of the sudden upward winding of the highway, lie miles of blue lupin and purple brodiaea, with just enough of the reddish owl's clover to give it a brighter hue, while closer to the road is a broad border of yellow fiddle neck. Off in the distance, feeding in this beauty are herds of cattle, for this lies on a part of the great Tejon ranches of 380,000 acres. Beauty indescribable! We stop at one school at the

foot of the Grapevine to inquire as to the further needs of the school for the remainder of the term, and at another a few miles farther up where we are asked for some help in securing a suitable play for the school to put on. In fact, it is recess time and they are rehearsing for an entertainment to be given the following evening. We make note of the needs and hasten on.

About 50 miles south of Bakersfield, we leave the highway, turning east into Antelope Valley, pausing for a moment to drink in the beauty of the scene that lies before us, broad bands of many tints of greens and browns, and far in the distance, the deeper green of the Joshua trees, making the tenderfoot think they may be orange groves, until near enough to discern their weird and twisted shapes. After a few miles we leave the broad road, taking a narrow trail along a pole line, and crossing the great Los Angeles aqueduct which carries water from Owen's Lake to meet the needs of a great city. Up and over and straight ahead, we come to West Antelope pumping station, which pumps not water but oil. Here is a substantial one-room school building, made more



Domino Branch Library is adjacent to a desert post-office



cheery within by a long, low window box extending clear across the room, filled with flourishing plants and flowers. A cordial welcome greets us here from teacher and pupils. This school is supplied not only with supplementary material, but also with books for home reading, as are all the schools in the county which are not close to branches. One boy in this desert school has read 21 books and has written a review of each one in a note

everything to make a guest comfortable. Some of these buildings now house turkeys in winter time. Scattered on the low hills are other rock houses rented to persons whose interests in ranching or prospecting bring them here. A library station is maintained here with books and current periodicals for circulation. A radio has been installed in the dining room and the family keeps in touch with the best things on the air.



Red Rock School is near a canyon of remarkable formation

book which he showed me. He added that he had read many more from the Domino branch not far away, of which he had not kept a record.

Leaving the school, we continue on east, stopping in the shade of some Joshua trees to eat our lunch before proceeding to Domino. I am going to show you a picture of Domino, because it is unique. The comprehensive picture shows *all* of it, a low-rambling house, added to from time to time, one addition containing post office and library of about 400 volumes, a generous supply for the scattered groups of users. Other rooms have been built in the expectation that some day oil would be found in the vicinity, and rooms would be needed for the workers.

#### *Library Station in Attractive Surroundings*

Across the miles of desert we can see Willow Springs, a green spot against the brown hills, a pleasant objective. Here all the buildings are of native rock, built many years ago by the father of the present owner, when Willow Springs was on the direct stage line between Bakersfield and Los Angeles. He built also a small theater for the entertainment of his guests. Going back stage one day, we found great numbers of stage settings, still in good condition. The main building contains living rooms, immaculate kitchen, and large dining room, the sleeping rooms being in detached buildings of two rooms each, with little heating stoves, and

used as such—a dry lake as smooth as glass in all directions and no motor vehicle officers for miles around. If one wants a thrill, fix your eyes on your objective, 5 or 6 miles across the lake, and just go! Off on the right is a deceptive mirage showing lapping waves of water, ever receding if you follow. Sometimes there is water in the lake and then the road meanders around the borders. Sometimes the wind blows so hard that the water is piled up for several inches on one side of the lake while the rest is dry, and we are reminded of the crossing of the Red Sea by the Israelites. Reluctantly we slow down as we approach the bounds of the lake, for the same speed would bring swift disaster on the sand of the desert.

#### *Winds do not Disturb Library Activities*

Now we face the wind for 25 miles to Mojave, and when we open the car door in front of the little hotel where we are to spend the night we actually fight our way across the sidewalk and wrestle with the wind at the door before we can get inside. At Mojave there is a branch library with a collection of between 3,000 and 4,000 books, many periodicals, and a pleasant reading room. The building is a temporary one. I wonder sometimes that it is able to withstand the onslaughts of the wind. It lost its front-porch roof several times, until we decided that we did not want a porch roof anyway; but otherwise it merely trembles a bit in the wind and stands sturdily. The land upon which it stands was acquired by the people of the town through public subscriptions, dances, etc., several years ago and was turned over to the board of supervisors with the hope of having a library building erected. This will surely be done before a great while, possibly very soon. The custodian keeps everything, books, periodicals, tables, and all equip-

Our next stop is at Rosamond, where an active library service is carried on in the post office. The union grammar school is also served by the library. Eighteen miles to the east we reach Muroc, where a collection of books is kept at the general store and post office and is used by the ranchers as well as those whose interests lie beyond in the borax and talcum deposits of the region. Here is a wonderful natural race course, only recently beginning to be known and



The dozen pupils of Mt. Owen School maintain a city government



ment in the neatest possible order. She sends in special requests promptly, gathers in straying books carefully, and collects fines punctiliously.

In the morning we turn our faces northward, holding to the Midland Trail instead of taking the right-hand road, which leads to Randsburg and Johannesburg, typical mining towns where gold and silver are taken from the ground in considerable quantities and much hard cash is put into the ground, never to appear again. Over near Randsburg, so the story is

After a little talk to the children and a conference with the teacher, we make a note to have our shipping clerk drive up here with his truck and bring a bookcase, as the little closet in which the books are kept is open to the sand which blows in at every crevice.

Back again by the narrow trail to the road that leads through Red Rock Canyon, entered through a narrow cut evidently made by the stream which still flows spasmodically through the entrance. It is a place of weird rock formations in

Kern County, but close to Inyo County, lying just south of the great Owens Valley, which is stricken almost to death by the complete diversion of its water supply to the mains of Los Angeles. We visit first the school, which consists of elementary and grammar grades in one building and an intermediate high school in another. We observe the need of more bookcases and call upon the clerk of the school board, whom we find in the box-car station of the railroad. "Yes," he says, "it does seem a simple matter to ask us to make a bookcase, but we should have to send clear to Bakersfield for the lumber, and when we got it here, there isn't a man about who could make a decent case." "Don't think anything more about it," says the librarian, spreading a fresh green blotter on the little counter, "we will send up two cases when our shipping clerk comes to Saltdale with one." The little library here is in the store and post office, where we make a few exchanges of books—for we never start out empty-handed—and proceed upon our way.

#### *Library in Village of Crude Shacks*

Ten miles to the north along a sandy road beside the railroad we come to a tiny settlement that holds much of picturesque interest. There is a railroad station and house, and for the rest shacks of crude construction. The little school is presided over by a teacher who is a perfect genius for getting results in unusual ways and for making use of anything and everything that comes her way. The children, about 13 in number, are with two exceptions, Mexicans, children of railroad laborers—that cheap help which American industry says it needs, and which is changing the whole complexion of our California schools.

However, regardless of race or color, wherever childhood is found, the county library is helping and will continue to help in the great work of assimilation. If such results can be obtained as are found in



Saltdale School is composed largely of Mexican children

told, a few years ago a man's hat blew off as he was driving along. He got out to recover it and noticed a ledge of gold-bearing rock, which has brought great fortunes to those who grub-staked him and to those who are fortunate enough to invest in stock, and the mine is still yielding new veins of rich ore. However, we can not go over to visit our library stations at these towns on this trip, but continue north for 25 miles to Red Rock School at Cantil, in the desert. Here there is as fine a little teacher as can be found in any city school. We leave a few more books, take back some which are no longer in use, leave a few geranium slips from our own garden for the school garden, and arrange for summer library service for the adults and the children.

#### *New Bookcase for Mexican Pupils*

Following a trail along the railroad track we approach Saltdale, bidding farewell to all vegetation as we approach. There is nothing here but a lake of pure salt, a refinery, a little gasoline engine hauling a train of 10 cars from the lake, and a few shacks built of railroad ties, or of any other lumber that came to hand. Here is another enthusiastic teacher in a tiny building of frame, covered with tar paper which is bellying in the wind as it blows. Most of the children are Mexican. None of them could speak English when school opened in the fall, but they are clean and have sparkling black eyes.

grays and reds and browns. Going up out of the canyon over a slight knoll, another great stretch of the Mojave Desert lies before us, walled in on the left by mountains, but extending to east and north as far as the eye can reach. Off to the right runs a yellow ribbon of sandy road, smooth and hard, through the desert carpeted with wild flowers, yellow, purple, white, miniature blossoms in dry seasons, glorious when a few inches of rain has fallen during the year.

Following this winding ribbon, we begin to discern buildings in the distance, and know that we are nearing Inyokern, in



West Antelope School is supplied with books for home reading



this school, it is certainly worth while. We are greeted here almost with open arms, and the eyes of "the citizens of Mount Owen" beam with pleasure, for here is a complete city government, having a charter modeled upon the charter of the city of Bakersfield, and every child is an official. We are introduced first to the mayor, then to the city clerk, to the treasurer, the auditor, and members of the council. Each child has a bank book in which is recorded the amount of money he has earned by gathering up nails or scattered papers—and how papers do scatter before the desert winds! When a citizen has saved up \$25 of toy money, he may open a store of his own choice. Discipline is no problem. It seems to take care of itself, for each citizen is interested in making his school just the best possible.

One woman in the little community has six children of her own, for whom she makes over clothing, keeping them neatly dressed, and is also caring for the orphan children of a relative in Mexico. The husband earns somewhat less than \$2 a day. Clothing too old to be made into garments is used in this school for the making of hooked rugs, and every boy and girl in the school has made his own design, colored it according to his own idea, dyed his materials, and hooked a rug according to the pattern.

#### *Mexican Children Learn English Quickly*

At the time of this latest visit there were three children, recently imported, who knew no word of English. They were told by the teacher with the help of an interpreter to sit down on the floor over near a table, under which were many teaching materials. They took from the dolls' house a doll, gathered up its supposedly soiled clothing, took a diminutive tub and washboard, familiar articles in any Mexican house in California, speaking the words "tub," "washboard," "wash," "in water," and proceeded to perform the act with vigor. I happened to think of a little cake of soap carried in my hand bag, and I contributed the word "soap" and the article to the lesson. Handmade decorations covered the crude walls of the room, and each child had woven a basket of reeds.

In this schoolroom is a large collection of books for children and adults, a bird chart from which much of their language work is derived through the original methods of the teacher. Stereographs and everything else which the library can provide are given to this school and community. Outside, at one side of the schoolhouse, is a pergola much larger than the school building, made of railroad ties, which furnishes a shelter under which to play in wet or windy weather, and an outdoor schoolroom in hot weather.

With regret we made our farewells and started back on the trip across the desert and through the mountains, past Monolith, where there is a great cement plant and where the school and community are served by the county library, to Tehachapi, at an elevation of 3,100 feet, a delightful little town of equable climate with a background of pine-clad mountains. Here is a branch library with a reading room, and a large school served by the county library. Twelve miles farther on and at a somewhat lower elevation we come to Woodford or Keene, a little settlement with two names, beautiful for situation. Here the library maintains various forms of service, a community library in a private home, a school library at the school.

At Kern County's tuberculosis sanitarium, Stony Brook Retreat, we provide books and current magazines for adults and children, books and periodicals for the doctors and nurses, books for the school, and we are planning for a collection of fine new books to be placed in the new preventorium. This building is in process of erection near the hospital, but on a large tract of its own and under the same capable and efficient management. Children who may be tuberculously inclined will be cared for here instead of at the summer "Kiddie Camp" as has been done for several years. This will give them a much better chance for sturdy health. Only the books which are used by the staff are ever returned.

No more stops on this trip but back again into the city at dusk, and on the morrow all the loose ends found on the trip will be gathered up, all the special requests started on their way, and the librarian can turn her attention to other parts of the county.

#### *Branch Libraries Are Well Equipped*

This trip has covered but a small part of the county, and the cities and towns serve a much larger population. In eight towns branch library buildings have been erected from county library funds upon lots acquired by the community and deeded to board of supervisors. The first of these buildings was a frame one of the so-called portable type, costing \$800. This was erected in the oil fields, where all the buildings are of similar construction. The other branch library buildings are of fire-proof construction, brick and tile or reinforced concrete with tile roofs, and have cost from \$6,000 to \$10,000 each. All buildings are equipped with library bureau furniture. Three other communities are now waiting, with lots ready to turn over to the county as soon as the board of supervisors grants favorable action on that part of the county library budget which includes branch buildings.

In the city of Bakersfield there are two buildings which are used by the county library in addition to its headquarters, one

at East Bakersfield, ample for its work, in spacious grounds set with trees and shrubs. The other was the first library building erected in the county. It was the gift of Mr. Truxton Beale to the city of Bakersfield as a memorial to his father and mother. This building was outgrown several years ago as a main city library and was used by the city as a children's library. Since the consolidation of the city library with the county library, modern equipment has made it possible to house a much larger stock of books, and the entire juvenile collection has been housed here and serves the city and county boys and girls. Here are held story hours, here are given talks to classes from the upper grammar grades of the local schools on "How to use a library," here all children feel at home from 9 until 6 o'clock daily. This library and each of the branches which is housed in a library building has a complete catalogue of author and title and general subject headings.

#### *Libraries Supply Many School Needs*

With the exception of the Taft schools, all the schools of the county and all of those in the city are served by the county library. Taft can afford to spend more than the law allows on supplementary books, so they prefer to buy their own books. For all these schools we provide all the supplementary books required by the course of study, books for home reading, desk and professional books for the teachers, maps and globes, large dictionaries for schoolroom use and small ones for desk use, stereographs and stereoscopes, music records for the teaching of music appreciation, picture films and a lantern if desired, as these are of special value in teaching geography and natural history. Anything which the school needs which can be furnished by the library is given. In addition to the general collection of music records which are loaned to branches or individuals as well as to schools, we have purchased several sets of the Music Education series, which come in carrying cases easily shipped and provide a complete elementary course in music. They teach singing by giving the air on the phonograph while the child follows the words in the book. The record itself gives the references. They also teach the children how to listen to music and what to listen for.

The library has a growing picture collection of reproductions in color or in black and white of the masters, photographs of wild flowers tinted in their natural colors, prints and lithographs.

Thus, through 238 distributing points of varying types, from the large well-equipped branch library to the small collection of books in the little community, Kern County free library serves the people of the county and of the city.



# Good Business Methods Are Observed by the New Jersey Congress

*From the Beginning Leaders Have Been Women of Broad Vision. Office is Maintained in State Capital and Permanent Secretary is Employed. Traveling Expenses of President are Provided*

By ISABEL L. DE VALLIERE

*President New Jersey Congress of Parents and Teachers*

**N**O MATTER how large or how small an organization may be, the use of business methods in the administration of its affairs will enable it not only to give 100 per cent more efficient service to its members, but will result in a great saving of time, energy, and money.

The New Jersey Congress of Parents and Teachers from the time it was founded in 1900, to the beginning of the present administration, in 1924, had been most fortunate in having as leaders women of broad vision and high ideals. They had given unstintingly of their time and means to the cause of child welfare through the medium of mother's clubs, later called parent-teacher associations. Many pioneer movements for the betterment of women and children in New Jersey were fostered in the early days by this organization.

## *Growth in Membership Without Precedent*

As a result of the worth-while program carried on for years, parents and educators all over the State became deeply interested, and then began an unprecedented growth in membership, until in 1924 the New Jersey congress numbered over 33,000 members, in 556 associations. To keep these associations, many of them in rural communities, in close touch with the State and national congress, to give them the proper material for programs, to help them to understand the real function of a parent-teacher association was a big undertaking, considering that all the work was done by volunteers.

The New Jersey congress receives no money, nor its equivalent, from any source other than its members, so the first step taken by the new administration of November, 1924, was a careful survey of the finances, taking into consideration a normal increase in membership for the year ahead. The dues were 15 cents per capita, 5 cents of which was for national dues, 10 cents remaining in the State to carry on the work. With considerable faith, and much work, a budget for the year was adopted, which included an item for a State headquarters with a secretary, under the direction of the State president. The office secretary is the only paid worker in the congress.

An unexpected gift from one of the men members, and the help of others in securing a complete equipment at lowest cost, enabled us to get a start, and on December 1 the State office was opened in an up-to-date office building in the center of the business section of Trenton, N. J. As this is the capital city, about the center of the State, and easily accessible from every point, and as the building is located opposite the post office and on a direct trolley line from the railroad station, it was felt that here it could give the greatest service to the largest number of people.

The scattered records were soon collected and safely filed in a steel closet. One side of the wall contains shelves, where all State and national publications and those of cooperating agencies are kept and sent out from this central point by the chairman of literature, who lives near by and whose duty it is to keep the shelves up to date. All State supplies, such as yearbooks, histories, song sheets, application and receipt cards, etc., are kept at the office. A uniform color has been adopted for these.

## *Cordial Welcome for New Associations*

When a new association is reported to the office by the State treasurer the president of the association receives at once a letter of greeting, explaining the relation of the local to the national, State, and county organization, a national handbook, a State yearbook, and a president's package, which contains one of each of the pamphlets published by the national and State congresses. She is instructed to pass these on to her successor at the expiration of her term. The name of the new association, date of joining, number of members, and names of officers are then placed in a card file and a duplicate made for the national office. If an association disbands, a yellow card is filed, with duplicate.

The State is divided into county councils, and each county chairman of literature has on hand an extra supply of pamphlets to be given as needed at the semiannual meetings of the council. This has resulted in a great saving of literature and postage, and at the same time every want is supplied. For State conventions the literature and exhibits are packed in a large trunk and delivered by motor

truck to the exhibit room of the hotel, saving much time, labor, and loss of packages. The congress has its own ballot box for use in election years.

## *Traveling Fund Provided for President*

The second item in the budget was a definite sum for the traveling expenses of the State president. If she is to interpret the national congress policies and bring constant inspiration to the State congress, she must attend every board meeting and convention of the national congress. If she would know the work of the local associations, she must attend the meetings of the county councils. In order that the congress may cooperate with other agencies, and the congress work in turn be rightly understood, the State president must take her place at meetings and conventions of other State organizations. All these were provided for by the president's fund. The third item provided for the traveling expenses of members of the executive committee, which meets each month at the State office, and for four meetings each year of the board of trustees. The result was a much larger representation at meetings and more efficient work by the members.

Another important item was for publicity. This has been one of the outstanding activities, and covers not only the work of the press, but news releases from the national publicity bureau which are sent out each month by the State chairman, to her county chairman, and in turn reach the locals. The publicity chairman has been supplied with a typewriter and a multigraph as part of the equipment of that department. The New Jersey Parent-Teacher, the official bulletin of the Congress, is published each month under the direction of a separate committee, and is sent free to the president of each local, and by subscription, to other members. It is the monthly news letter of the State to the locals, and takes the place of thousands of letters. Each month the lists used by the printer are corrected at the State office.

## *Informed Membership Rather than Numbers*

No attempt has been made to gain a huge membership. The plan for the last three years has been to have an informed membership, to train leaders, and to show the value of business methods in the necessary details of the organization. This has been brought about through parent-teacher institutes held at county meetings on the opening day of each State convention and by publicity institutes in the three sections of the State.

Because of the success of the State plan, most county councils and many local associations have adopted a yearly budget. In consequence, there is a great increase in attendance at State meetings. Local



officers are elected in May, thus giving opportunity for preparation of plans before the first meeting in the fall. A printed report blank, attached to the June bulletin, brings the record of the locals to the State office during the summer when there is time for correcting files. Suggestions for topics and speakers, for a year's program are also printed in this issue. The same method is used for sending the credential blank for the State convention. Associations are gradually adopting the plan of paying State and national dues in the spring, to facilitate the work of the State treasurer, as the fiscal year closes in October. The congress has provided an adding machine and typewriter for the use of the treasurer.

At the end of four years of using business methods in our work, while we realize our limitations because of volunteer workers whose home obligations must come first, we can recommend the plan to others. With the usual losses from an ever-changing membership, New Jersey now has 54,316 members in 766 associations. The State office has been visited by hundreds of members and is well known by every other organization. It has more than paid for the expenditure of money, by the service rendered to the locals, and has added dignity and prestige to the New Jersey congress.

The budget has carried us through each year with a surplus. State and national life memberships have provided a growing endowment fund, and one-half of the Founders Day gift has increased our income this year by \$800. Best of all, we are a healthy, happy, growing organization, living up to our aims and purposes, loyal to our leaders, and cooperating one with the other, for "the love of childhood is the tie that binds us in holiest purpose."



## Institute for the Study of Chinese Civilization

Harvard-Yenching Institute of Chinese Studies will be inaugurated next fall with an endowment of \$2,000,000. Harvard University and Yenching University, located at Peking, China, are joint beneficiaries under the provision of an endowment fund for this amount from the estate of the late Charles M. Hall of Niagara Falls, N. Y. Work will be under the supervision of nine directors, three each representing Harvard, Yenching, and the Hall estate. The institute is to be devoted to the promotion of research in Chinese history, art, literature, philosophy, and religion, and studies will be pursued at both universities. Emphasis will be placed upon the study of the Chinese language in order that first-hand knowledge of Chinese history and civilization may be obtained.

# Higher Education of Negroes is Making Marked Progress

*Survey of 79 Institutions Directed by Bureau of Education Shows Enrollment Has Increased Sixfold in 10 Years. Many Negro Teachers and Clergymen Not Well Trained. Number in Professions Rapidly Increasing*

By JOHN H. McNEELY

*Assistant to the Director, Negro College Survey*

THAT institutions in the United States for the higher education of negroes more than doubled in number during the past 10 years, and enrollments increased more than sixfold, is shown by a comprehensive survey of 79 negro universities and colleges, recently completed by the Interior Department, Bureau of Education. The survey was made at the request of State departments of education of 19 States, of the 79 negro institutions, and of a number of associations and organizations for the advancement of negro education, including 7 church bodies. It was conducted under the direction of Dr. Arthur J. Klein, chief of the division of higher education of the bureau, by a committee consisting of Dr. William B. Bizzell, president of the University of Oklahoma; Dr. C. C. McCracken, Ohio State University; Dean George B. Woods, American University; and by members of the staff of the Bureau of Education.

Enrollment of negro students in higher institutions increased 550 per cent in 10 years; 2,132 students attended 31 institutions in 1917 and 13,680 students were in 77 institutions in 1927. The value of physical equipment of institutions for negroes increased 146 per cent in the decade, from \$15,720,000 to \$38,680,000. Productive endowments increased from \$7,225,000 to \$20,713,000, and the total annual income increased from \$2,283,000 to \$8,560,000, a growth of 275 per cent.

Of the 79 institutions embraced in the survey, 12 are located in North Carolina; 9 in Georgia; 8 each in Tennessee and Texas; 5 each in Alabama, Louisiana, Mississippi, and South Carolina; 4 in Virginia; 3 each in Arkansas and Florida; 2 each in Kentucky, Maryland, and Pennsylvania; and 1 each in Delaware, the District of Columbia, Missouri, Oklahoma, Ohio, and West Virginia.

Teachers in negro schools number approximately 48,000, of whom 1,050 are in higher institutions and 46,950 are in elementary and high schools. Lack of adequate training is shown by many of these teachers.

The survey report states that of approximately 19,600 negro clergymen in the United States many have not had the benefit of secondary education, and fewer

still of college and theological training. The average number of graduates from negro theological seminaries, fewer than 10 annually, falls far short of the actual demand each year for more than 100 qualified negro ministers.

Many negroes are entering professions for which preparation can be had only in institutions of higher education. About 3,500 physicians and surgeons, 1,100 dentists, 50 architects, 184 engineers, 145 designers, draftsmen, and inventors, and 207 chemists are in regular practice in the United States. Their numbers are still wholly insufficient to provide all the professional service required by the members of their race.

The economic salvation of the negro is dependent to a great degree upon his training in the fields of agriculture, mechanic arts, and crafts, the report states. Although 1,000,000 negroes own or operate farms, 1,178,000 members of the race are engaged in ordinary farm labor. The lack of training in mechanic arts and crafts is indicated by the fact that only 56,000 are skilled craftsmen as compared with 1,371,000 pursuing unskilled occupations or employed as day laborers.

A considerable portion of the report is devoted to the methods of control and administration of the institutions. Four general types of government were found among the 79 institutions participating in the survey. These included 22 publicly supported institutions under State government and control, made up of land-grant colleges, normal and teacher-training colleges; 9 universities and colleges owned, governed, and controlled by independent boards of trustees and privately supported; 31 universities and colleges under ownership and control of northern white church boards and privately supported; and 17 privately supported colleges owned and governed by negro church organizations and conferences.



Physical exercises for 20 minutes a day have been made compulsory in all schools of Costa Rica by recent executive decree. A special department for the training of teachers in physical education will be organized.



# Czechoslovak Apprentices Must Attend Continuation Schools

*Instruction Related Directly to the Trade Studied by the Pupil, if Practicable. Schools Connected with Higher Schools and Administered by the State are the Most Approved Type. Policy is to Increase Length of Term*

By EMANUEL V. LIPPERT

*Prague, Czechoslovakia*

CONTINUATION SCHOOLS of Czechoslovakia are compulsory schools for boys and girls who have concluded compulsory attendance at elementary and urban schools. Every trade apprentice is constrained to go to the continuation school in the area in which the establishment of his employer is situated. Every apprentice is compelled to pass all grades of the school or to continue going to the school so long as his apprentice contract and his apprentice relation hold out.

The organization of all continuation schools is fixed by orders of the State and these orders must be followed if the schools wish to receive a State grant. The latest order, dated May 10, 1927, prescribed these regulations for establishing new trade continuation schools:

Before establishing a new trade continuation school a list must be made of all trade apprentices, both boys and girls, who entered a trade with the intention of learning a trade or industry under employers whose workshops are within a circuit of 4 kilometers from the proposed school.

## *Preliminary Steps for New School*

If the list contains 20 apprentices, a preliminary school committee will be constituted. Members of the committee must be: 1. The alderman of the community in which the school is to be established. 2. The chairman of trade associations in the area. 3. Representatives of local public corporations (community representatives, local school council, county or district administrative committee, etc.). 4. Representatives of industrial and trade undertakings that share interest in the new school.

In the first meeting the chairman, the commissioner, and the treasurer of the preliminary school committee must be elected. The district administrative authority and the inspector of the trade continuation schools in the district must be informed that the preliminary school committee has been constituted. The permanent school committee will not be constituted until the new school receives official approbation.

The preliminary school committee will prepare the statutes and the curriculum

of the school in consultation with the inspector of trade continuation schools.

The committee will make applications for regular annual grants: To the national authority, to the commercial and trade chamber of the district, to representatives of the community, to the district administrative committee, to local interested corporations and associations, to saving banks, to other banks, to industrial concerns, etc. A corporation must bind itself to make up deficiencies in the income of the new school, if any; this obligation is undertaken ordinarily by the community or by a trade association.

Then the preliminary school committee must secure the approval in writing of the local school authority for using local school premises and rooms for the continuation school.

With representatives of trade employers the committee will settle the time table of the school; usually the instruction is given on Wednesday afternoon from 2 to 6 o'clock and on Sunday forenoon from 8 to 12 o'clock. Then a list of qualified teachers is prepared by the school committee.

Documents on all these preparations must be attached to the application for establishing the new continuation school that is put before the Ministry of Education.

## *Teachers Drawn from Other Schools*

Continuation schools have very few teachers who have this teaching as their chief vocation. Only teachers of other schools, especially of elementary and urban schools who have made special preparation for instruction in continuation schools and professors of secondary and professional schools teach in continuation schools.

The continuation schools are—

1. General trade continuation schools.
2. Professional continuation schools.
3. Agricultural continuation schools.
4. General continuation schools for other young people.

The oldest of these schools are the general trade continuation schools. These schools aim to accomplish the general civic education and partially the professional education of trade apprentices. The trade continuation schools are managed by school committees.

The course of general trade continuation schools extends over two years. Many schools have a course of three years. The school year extends usually over seven months, namely, from October to April, and the instruction occupies eight hours in a week (a weekday afternoon and a Sunday forenoon, or two weekday afternoons). The course of study includes language of instruction, arithmetic, professional knowledges (technology), commercial subjects, civics, trade law, and especially professional freehand drawing or geometrical drawing.

## *General Instruction in Most Schools*

If a general trade continuation school has at least seven apprentices of the same trade branch, the apprentices receive special instruction in professional knowledges adapted to their needs. Two-thirds of all continuation schools are organized as general trade continuation schools, principally in small communities where one or two trades appear but where the number of apprentices is limited.

At general trade continuation schools apprentices of many branches of production trades are instructed all together. Therefore, the instruction can not be adapted to special needs of any fixed branch of work. The number of schools of this type is continually decreasing.

Everywhere, if it is possible, the general trade continuation schools are replaced by professional continuation schools that are attended by apprentices of a fixed trade or of one or two related branches of a production trade. In these schools the instruction is arranged in such fashion that the pupils are instructed with constant regard to special needs of their branch. In agreement with many diverse branches of the production work there are 70 kinds of these schools, each having a special curriculum. These schools in great towns or in industrial centers have their own workrooms, where the pupils learn to make such works that they have no occasion to learn in the workrooms of their employers.

## *Few Schools in Session All Day*

In these schools, too, the school year extends over seven months and the curriculum is arranged in eight weekly hours; but if the workroom instruction is introduced in a school, then the training hours are more numerous (up to 14 hours per week). Only professional continuation schools have instruction lasting whole days in a session (of two months, perhaps).

These professional continuation schools are administered and maintained entirely by the State. Such schools are organically united with industrial schools of higher type, namely, with professional schools for single trade branches or with



technical schools. At such professional continuation schools the professors and professional teachers of the higher type schools teach in the continuation schools.

Factory continuation schools for apprentices, as they are found in the United States of America or in Germany, are very few in Czechoslovakia. Of these schools only the Shoemaker's School at Zlin, Moravia, is interesting. The school was established by the owners of a factory according to the model of American factory schools.

Commercial continuation schools admit only apprentices employed in commercial establishments. The school year extends over 10 months, from September 1 to June 28.

The following is the course of study for commercial continuation schools that was ordered by the Czechoslovak Ministry of Education on April 17, 1923:

Time-table of commercial continuation schools

Subjects	Number of weekly hours	
	First year	Second year
1. Commercial knowledge.....	2	2
2. Bookkeeping.....	2	1
3. Commercial correspondence.....	2	2
4. Commercial arithmetic.....	2	2
5. Knowledge of merchandise.....	2	1
6. Geography.....	2	1
7. Civics.....	2	1
Total.....	8	8

From a great number of varied time-tables, a time-table for professional continuation schools for girls is here introduced:

Time-table of three-year dressmaker continuation schools for girls

[Ordered by the Ministry of Education on Oct. 5, 1923]

Subjects	Number of weekly hours		
	First year	Second year	Third year
1. Writing of trade documents.....	1½	1	1
2. Arithmetic and calculations.....	1½	1	1
3. Bookkeeping.....	1	1	1
4. Civics.....	1	1	1
5. Knowledge of material.....	1	1	1
6. Knowledge of dresses.....	2	2	2
7. Professional drawing.....	3	3	2
8. Professional instruction.....	3	3	1
9. Somatology and hygiene.....	3	3	1
Total.....	8	8	8

Agricultural continuation schools are administered by the Czechoslovak Ministry of Agriculture. These schools were established first by the Republic, and their organization was fixed by the law of January 29, 1920. They do not aim at professional education, but rather to deepened general education of rural young people on the basis of agricultural practice in their homes. According to the

mentioned law, if an agricultural continuation school is established, all boys and girls of 14 to 16 years of age dwelling in a distance of 6 kilometers from the school must compulsorily attend the school if they are not attending a higher school. The evolution of these schools has been astonishingly rapid. In the year 1923 there were 593 such schools with 18,197 pupils; now 728 such schools are attended by 34,857 pupils, of whom 19,534 are girls. The Ministry of Agriculture arranges every year courses for preparing elementary and urban school teachers who are willing to teach in agricultural continuation schools.

General continuation schools for other young people were planned by the law of 1919 for all other young people of 14 to 16 years of age. These schools are still not fully organized. The Czechoslovak Ministry of Education published courses of study for general continuation schools for girls on July 2, 1920. One of these tables is as follows:

Time-table for two-year general continuation schools for girls

Subjects	Number of hours per year	
	First year	Second year
1. Arithmetic.....	24	16
2. Hygiene.....	16	16
3. Pedagogy and child care.....	16	24
4. Occupations of children.....	16	16
5. Housecrafts.....	24	40
6. Washing and ironing.....	100	100
7. Sewing.....	100	100
8. Cooking.....	100	100
Total.....	180	180

All pupils of the Czechoslovak continuation schools are insured against any harm they may suffer in the school, in school workrooms, or on the way to school. They must pay a premium of 4 crowns (equal 12 cents) for this purpose at the time of their enrollment in the continuation school.

The efforts for improvement of continuation schools are aiming:

1. To adapt school courses of study for professional education of apprentices of every trade.

2. To provide continuation schools with their own rooms or with whole buildings destined exclusively for this educational purpose. This need was so pressing that a special law was passed for this purpose on January 1, 1927. The receipts from all fines for trespasses of the trade regulations in Bohemia, Moravia, and Silesia, and of the trade law in Slovakia and Subcarpathian Russia, will be used for providing new buildings for continuation schools.

The Ministry of Education intends a reform of continuation schools in such manner that all continuation schools be

established as 2-year continuation schools with 10-month school year, instead of many 3-year schools with 7-month school year.

Statistical review of Czechoslovak continuation schools in the year 1925-26

	Schools	Classes	Pupils	Girl pupils included
General trade continuation schools.....	1, 195	3, 959	106, 297	12, 885
Professional trade continuation schools.....	628	2, 295	56, 851	15, 725
Commercial continuation schools.....	64	208	5, 522	1, 487
Agricultural continuation schools.....	728	1, 206	34, 857	19, 534

In the year 1925-26, therefore, there were 2,615 continuation schools with 7,668 classes and 203,227 pupils, of whom 49,631 were girls. The rapid evolution of Czechoslovak continuation schools is well shown by these numbers: In 1921-22 all Czechoslovak continuation schools had 140,006 pupils; in 1923-24 they had 181,202 pupils; and in 1925-26, 203,227 pupils.



American Boys Guests of Scandinavian Families

The *Hellig Olav*, of the Scandinavian Line, brought here a few days ago 125 American boys, selected like the 100 of last year, from preparatory schools all over the United States, who, also like those of last year, are to spend a month as guests in Danish families. Immediately upon their arrival, under the direction of Dr. Sven V. Knudsen, the boys left Copenhagen, some going to the city of Odense, on the island of Fyen, and others to the cities of Vejle and Aalborg, in Jutland. They will return to Copenhagen in about three weeks for a short visit here, after which they will take another ship of the Scandinavian Line for New York. I understand that on the same steamer as the above-mentioned boys there were also about 100 boys who disembarked at Oslo and about the same number who proceeded to Sweden.

It will thus be observed that although the number of American boys who have actually come is considerably less than was expected, this number is still a considerable one for so small a country as Denmark. Apparently the boys now in Odense, Vejle, and Aalborg are enjoying themselves, judging from articles written by them and appearing in the Aalborg *Stiftstidende*. I understand that this enterprising newspaper has offered the boys two of its columns daily in which they may publish their impressions, desires, etc.—H. Percival Dodge, American Minister at Copenhagen.



# New Books in Education

Prepared in THE LIBRARY DIVISION, Bureau of Education

CRAWFORD, CLAUDE C. The technique of research in education. Los Angeles, University of Southern California [1928]. 320 p. 12°.

The need of training in the technique of research is recognized by the writer as one of chief concern in the progress of educational research. This text has therefore been prepared for use in the regular college course in the senior or graduate year as a preparation for graduate study and research. After taking up the question of finding problems that need solving and the standards for judging such problems, the author discusses the techniques of various methods of research, such as the experimental, historical, and psychological methods, and concludes with a chapter on reporting research. At the end of each chapter is a list of references for further reading.

DREWRY, RAYMOND G. Pupil participation in high-school control. New York, Harcourt, Brace and company [1928]. xi, 220 p. 12°.

A study was made of the plans of 12 senior high schools in developing laboratory organizations for the training of pupils in the practice of good citizenship. The plans of these schools are reported in considerable detail and should be an aid to principals and superintendents in organizing their schools as laboratories for training in citizenship. The writer includes a chapter on practices in the country at large, and evaluates the schemes in use which provide for the participation of pupils in the government of senior high schools.

GATES, ARTHUR I. New methods in primary reading. New York city, Bureau of publications, Teachers college, Columbia university, 1928. ix, 236 p. illus. 12°.

The difficulties of reading with suggestions for their prevention are dealt with by the author, who has based his work on the results of a number of investigations of materials and methods for teaching beginning reading. The materials and methods in current use have been appraised and new procedures and materials are recommended. In the last three chapters new methods are illustrated in concrete materials and practices for the first grade, although the underlying principles will apply with equal validity to higher grades. An organized course in beginning reading is given in the last chapter.

GOOD, CARTER V. How to do research in education; a handbook for the graduate student, research worker, and public-school investigator. Baltimore, Warwick and York, inc., 1928. 298 p. 12°.

The increased attention which is now being given to the technique of educational research has revealed a lack of organized material suitable for instruction and reference in this subject for advanced students and other research workers. Several writers have recently undertaken to meet this need from various points of view, and among their productions Dr. Good's manual deserves especial note. After developing the fundamental principles of scientific investigation in general and of educational research in particular he sets forth approved methods of investigating educational problems and shows how such research projects may be carried through to successful conclusion. The text of the volume is well provided with references to standard sources of information in books and articles, and a selected bibliography of research methods forms an appendix.

JACKSON, ALICE and BETTINA. The study of interior decoration. Garden City, N. Y., Doubleday, Doran & company, inc., 1928. xviii, 488 p. illus. 8°.

With the increasing number of classes in interior decoration in high schools and colleges, a need has been felt for a textbook on the subject. The authors have intended that this book serve not only as a textbook for students, but also as a guide to the teacher in building up illustrative equipment, in organizing class and laboratory work, and in planning lectures. It is a presentation of the fundamental principles of interior decoration and their practical application. Many laboratory problems given throughout the book help to develop the student's self-reliance and his ability to express himself artistically.

KELLY, ROBERT LINCOLN, ed. The effective college. By a group of American students of higher education. New York, Association of American colleges [1928]. xi, 302 p. 8°.

Several years ago the members of the Association of American colleges decided to cooperate in finding out the characteristics of an effective college. This work constitutes a compilation of the reports of the investigation. Over half of the chapters were previously published in the Bulletin of the Association of American colleges. They have now been edited and assembled, together with 10 additional papers especially prepared for this book. Contributors to it include such men as A. Lawrence Lowell, of Harvard University; Clarence C. Little, of the University of Michigan, and Frank Aydelotte, of Swarthmore College.

MONROE, WALTER S. and WEBER, OSCAR F. The high school. Garden City, N. Y., Doubleday, Doran & company, inc., 1928. viii, 511 p. 8°.

This volume, the second in the Teacher Training Series, under the editorship of Professor Monroe, is an objective study of the high school, its history, curriculum, and organization. It is intended for prospective high school teachers, whose instructional activities will be confined to one or two departments. They will, however, need to know something of the development of the high school, its curriculum and administration. The authors aim to give these teachers a distinctly professional outlook upon the essential problems of secondary education. The treatment throughout is semi-historical. The information given has been gathered from many sources, inaccessible to most readers. In the chapters on special subjects of the curriculum particular attention is given to the various committee reports which have influenced the teaching of high school subjects. This volume should prove useful to members of boards of education and other laymen, as well as high school teachers.

PYLE, WILLIAM HENRY. The psychology of learning. An advanced text in educational psychology. Rev. and enl. Baltimore, Warwick and York, inc., 1928. ix, 441 p. 12°.

Bibliography: p. 408-33.

In this new edition, "The psychology of learning" has been revised in the light of recent experimental work. All experimental work of value in the study of the nature of learning has been examined. A short

chapter on the psychology of special subjects and one on the theory of learning have been added. The application of principles of learning to schoolroom procedure is given in order that the students may have a better idea of the meaning of these principles. The book contains many graphs and tables, and besides the general bibliography at the end of the book, each chapter contains special references.

SACKETT, ROBERT LEMUEL. The engineer, his work and his education. Boston, New York [etc.] Ginn and company [1928]. vii, 196 p. illus. 8°.

For those who are considering engineering as a life work, this volume is especially written, in order that they may know something about engineering as a profession and about the college course which helps to prepare them for it. After a chapter on Engineering as a life work, showing the value of an engineering education, a chapter is devoted to a brief history of engineering education. Mechanical, civil, electrical, and other branches of engineering are taken up separately, and short biographies of engineers who have made history are appended.

SMITH, HENRY LESTER, and WRIGHT, WENDELL WILLIAM. Tests and measurements. New York, Newark [etc.], Silver, Burdett and company [1928]. vii, 540, ix p. tables, diagrs. 8°.

The authors, who are members of the School of education, Indiana university, here present a study of the administration and technique of testing and measuring. This volume differs from other studies in that it brings together the objectives of the teaching of a particular subject and the measurement of the results of teaching in the achievement of pupils. Each subject of the curriculum is treated thus in a chapter, and following this are given the tests which may be used and instructions for giving them. It attempts also to set up a method for evaluating the tests.

WILLIAMS, L. A.—The making of high-school curricula. Boston, New York [etc.], Ginn and company [1928]. x, 233 p. 12°.

The demand for a better program of studies for the high school has been so insistent that many studies have been undertaken in the interest of course revision. Because of the lack of stability and permanence in the curriculum situation and the tentative nature of the techniques for handling it, the author deems it worth while to clarify the techniques now in use for selecting, arranging, and administering instructional material in high schools. High school teachers may thereby have a better understanding of some of the current discussions and procedures in curriculum construction. The concluding chapter gives some general principles of curriculum construction which have emerged from the discussions and research investigations during the first quarter of the present century.

WINSLOW, LEON LOYAL. Organization and teaching of art: a program for art instruction in the schools. Rev. and enl. ed. Baltimore, Warwick and York, inc., 1928. 243 p. tables, diagrs. 12°.

This is the second and enlarged edition of the volume published in 1925, in which the author has outlined, both for the elementary and the junior high schools, a working program, and which may be used by normal schools as well. The study is designed to enable the student to keep in mind the relationship which each unit of instruction bears to the curriculum as a whole. Subject matter for the curriculum and method for the teacher are developed in the course of the volume by the author, who is director of art in the Baltimore school system.



ALL THAT IS ACQUIRED BY STUDY OR  
EXPERIENCE IS AN ASSET IN  
VOCATIONAL CAPITAL

THE continuity of the educational process through lower schools, the college, the professional school, and on into practical life is responsible for much of the confusion of mind regarding the materials and methods of instruction at the successive stages of advancement. It is conceded that a liberal education in the arts and sciences is an essential part of the equipment of every professional worker, but it is sometimes assumed that liberal education ends with secondary school or college. Another fallacious assumption is that professional education has no place in the college and ends with a degree from the professional school. The fact is that whatever a man learns tends either to liberalize or to degrade him, just as whatever he acquires through study and experience is an asset in his vocational capital. The difference that exists between liberal and professional education—and it is very real—is not primarily a matter of mental maturity or of grade of schooling or of subjects of instruction; it is primarily a matter of attitude of mind toward what is learned.

In liberal education, the question is what will the subject do for the student; the question in professional education is what will the student do with the subject. In either case, something happens to the learner and he gets something that he can use, but very properly the emphasis is put on getting in the college and on using in the professional school. In the college this emphasis begets an interest in a subject which finds its fruition in devotion to scholarship in the graduate schools. The same subject, taught in a professional school, has a different use; its purpose is not to round out the subject in scholarly fashion, but to be of service in professional practice. The problem of the professional curriculum, therefore, is to choose those subjects which have the most direct bearing on practice, and to select within each subject those materials which can be best presented within the time allotted.

—JAMES E. RUSSELL



MEN DIFFER IN NATURAL ABILITY  
BUT EVERY ONE MAY GAIN  
SOMETHING BY STUDY

IT is a complaint without foundation that “to very few people is granted the faculty of comprehending what is imparted to them, and that most, through dullness of understanding, lose their labour and their time.” For, on the contrary, you will find the greater number of men both ready in conceiving and quick in learning; since such quickness is natural to man; and as birds are born to fly, horses to run, and wild beasts to show fierceness, so to us peculiarly belong activity and sagacity of understanding; whence the origin of the mind is thought to be from heaven. But dull and unteachable persons are no more produced in the course of nature than are persons marked by monstrosity and deformities; such are certainly but few. It will be a proof of this assertion that among boys good promise is shown in the far greater number; and, if it passes off in the progress of time, it is manifest that it was not natural ability but care that was wanting. But one surpasses another, you will say, in ability. I grant that this is true; but only so far as to accomplish more or less; whereas there is no one who has not gained something by study.

—MARCUS FABIVS QUINTILIANUS



# SCHOOL LIFE



Volume XIV  
Number 3

November  
1928



CHILDREN OF DENNISON PUBLIC SCHOOL, WASHINGTON, ENGAGE IN JUNIOR RED CROSS ACTIVITIES EVERY YEAR

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and August] by the Department of the Interior  
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PARENT-TEACHER ASSOCIATIONS have so grown that they have become one of the outstanding forces in American education. SCHOOL LIFE has long given special attention to the movement. Through the cooperation of Mrs. S. M. N. Marrs, president of the National Congress of Parents and Teachers, and of Mrs. Laura Underhill Kohn, director of one of the bureaus of the Congress, we are enabled to announce the publication in the coming numbers of SCHOOL LIFE of a series of articles concerning parent-teacher associations in their relation to the children and to the schools of elementary, secondary, and higher grade. The topics of the articles and the authors are as follows: (1) The Congress Program of Parent Education. Mrs. E. C. Mason, Winchester, Mass., first vice president of the National Congress of Parents and Teachers. (2) Pre-School Education. Mrs. A. H. Reeve, Philadelphia, Pa., fourth vice president. (3) The Teacher, the Parent, and the Curriculum. Dr. J. E. Butterworth, Cornell University, second vice president. (4) Recreation a Necessary Part of Home Life. J. W. Faust, New York City, Playground and Recreation Association of America, and chairman of Recreation Committee of the National Congress of Parents and Teachers. (5) Books—A Tie that Binds Youth and Age. Sarah Askew, Public Library Commission, Trenton, N. J., National Chairman of Children's Reading. (6) Parent Education in the Home. Ellen C. Lombard, assistant specialist in home education, Bureau of Education, chairman of Home Education of the National Congress. (7) Parents and the Sex Question. Newell W. Edson, American Social Hygiene Association, New York City, chairman of social hygiene for the Congress. (8) Parents and High-School Students. Mrs. B. F. Langworthy, Winnetka, Ill., chairman of juvenile protection for the Congress. (9) Partners in Higher Education. Dr. Cloyd Heck Marvin, president George Washington University.

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No. 3

## Parent Education Program of National Congress of Parents and Teachers

*From Its Earliest Days the Congress Has Stressed the Importance of Trained Parenthood. Many "Preschool Associations" of Parents Are Studying the Phenomena of Childhood under Professional Guidance. Bureau of Parent Education of the Congress Provides Study Material and Coordinates the Work of Committees. Teacher-Members Provide Much of the Education that Parents Must Receive*

By MARTHA SPRAGUE MASON

*Vice President National Congress of Parents and Teachers*

**H**ISTORICALLY the National Congress of Parents and Teachers rests on a foundation stone of parent education. It was a consciousness of the tragic failures of human life which prompted its founder, Mrs. Theodore W. Birney, to call the first congress in 1897 that the mothers of the Nation might take council together. On the cover of the proceedings of that first epoch-making meeting are these words:

*To cure, is the voice of the past;  
To prevent, the divine whisper of to-day.*

### *Consequences of Preschool Training Long Persist*

It was the problem of studying the child and starting him unhandicapped in life—the constructive, basic foundations, of physical, mental, and spiritual health which challenged those courageous pioneers for child welfare and which have appealed to thousands of congress members during the past 31 years. From those earliest days the congress has never failed to stress the importance of a trained parenthood for two very sound reasons: First, because responsibility for education starts in the home and stays there during the most impressionable and formative years of the child's life. All through life the adult shows symptoms, good or bad, of his preschool home environment and training. Second, the congress, in its development of home and school relationships, represents the first attempt of a great volunteer organization of parents, teachers, and citizens to unify education and to form an intelligent, working partnership of all those who are concerned with the growth and welfare of youth.

A partnership, in order to be effective, must be made up of persons who have the same goal, who are making definite though possibly different contributions toward that goal, and who are fitting their efforts together so that there may be no break in the plan. An architect, a landscape gardener, and an interior decorator may work together with the best of results. All have the beauty, permanence, and convenience of the house and its surroundings as common objectives, and each is trained to make a distinct contribution which shall fit into the general plan which all have helped to make. In a similar manner parents, teachers, and others interested in children must know the nature and needs of youth so that during the school period all may work together intelligently, and with main objectives clearly defined. If each element in the partnership is not prepared to make its maximum contribution, then cooperative education, which is sponsored by the National Congress of Parents and Teachers as its unique contribution to social progress, can not reach the peak of its possibilities.

### *Return to Principles of Founders*

In the tremendous growth of parent-teacher associations during the past two decades it has been shown again and again that parents form the weakest chain in the educational partnership. Numerically they have been strong; in interest they have been splendid. They have raised money by every known method and have bought books, pianos, pictures, and every conceivable equipment for the schools. They have clothed

and fed the underprivileged child, contributed to hospitals and worthy causes touching child welfare. And now, having passed through many years of the early, and in many cases necessary, equipment stage, the parent-teacher association is nearly around the circle and again accenting the note sounded by the founders, parent education, without which fathers and mothers may not cooperate intelligently with the teachers of their children, or with the church, or with the health authorities, or with any other agency which is scientifically working for a better physical, mental, or moral environment for their children.

### *Parent Education not Confined to Mothers*

The membership of parent-teacher associations is made up of mothers, fathers, teachers, and other citizens interested in children. It must not be assumed that the present-day interest in parent education is entirely confined to mothers. When we discover a group of busy, professional fathers and mothers who have been meeting weekly for five or six years to discuss puzzling problems relating to the education and social welfare of children, we realize that fathers, as well as mothers are seeking information and help. Courses in fathercraft, which are occasionally found in school curricula, give further evidence that the time is at hand when fathers may qualify as blue-ribbon parents and will not be allowed to delegate their responsibilities.

Training for parenthood is not narrowly interpreted by the National Congress of Parents and Teachers. It covers a wide range of subjects and runs far into adult



education. Ideal parents, according to congress standards, must not only know the child, "his nature and his needs," but they must, by example, lead in the direction of their desires for him. They must themselves be physically fit, clean living, sincere, industrious, neighbor-loving citizens, appreciative of all that is best in nature, music, literature, and art. They must know how to protect youth from the dangers of life and to help it to be "in the world, but not of it," and to direct leisure so that it may be a precious opportunity for releasing wonderful gifts and powers which otherwise might never come to light.

#### *Appropriate Information for Every Parent*

For all of these aims of parent education the congress has made provision in its plan of organization. Every bureau, department, and committee spreads the gospel of good parenthood to its members. From Nation to State, and from State to community, there is a chain of authoritative and helpful information, adapted to the needs of many types of parent members.

Through its bureau of parent education the congress is directing the study of parents of children of preschool, elementary school, and high school age.

Long before the child goes to school his parents are making themselves fit for him to live with, and, of course, the child is unconsciously doing much to develop his parents. To assist this group of parents, preschool associations are formed. The preschool associations consist largely of mothers, sometimes of fathers and mothers, of children under the age of 6. The associations are in membership with the National Congress of Parents and Teachers, meet weekly, or at frequent intervals, at houses of members, and are directed in their study by leader members, or by trained psychologists, or health specialists. When the leader is untrained the course adopted is usually outlined in *Child Welfare*, the official publication of the congress, and based on some book recommended for study by the bureau of parent education. Each preschool association is supplied with a list of books suitable for supplementary reading which the association is expected to own and circulate among its members. Some preschool associations study books of their own choosing and have semiprofessional leadership. Still others secure paid leaders and carry on without a textbook by using the Socratic method.

#### *Summer Round-Up the Greatest Project*

Many preschool study groups are working under the auspices of parent-teacher associations in grade schools. In their membership are included parents who have children of both school and

preschool age. One of the great health projects of groups interested in the study of the preschool child is the summer round-up, which for several years has been engaging the congress in a nationwide attempt to remove all remediable physical defects in children before they enter school, so that they may enter upon the school period free from all physical handicaps.

Grade-school study groups are made up of mothers, or of mothers and fathers, and are organized in direct membership with the congress, or as subgroups of parent-teacher associations in grade schools. They follow the same general methods as the preschool groups, though studying children of grade-school age.

High-school study groups also are guided by suitable books with question outlines and bibliographies published in *Child Welfare*.

#### *Coordinating Agency in Parent Education*

In addition to its work of providing study material the bureau of parent education has an important task in attempting to coordinate the work of many congress committees and to bring them to bear on training for parenthood. It keeps in touch with State chairman, is prepared to supply plans of work, lists of authoritative study books, bibliographies on many subjects, and through the medium of *Child Welfare*, to answer questions of mothers.

"Of all the obligations which mankind is called upon to fulfill," says Dr. Douglas A. Thom, "being a parent is by far the most important." It is appalling how much wisdom the home needs if it is not to dodge its duties or shunt them off on the school, the church, or the community. After parents have learned something of the nature and needs of children they will still remain in the inchoate stage of parenthood if they are not continually growing.

#### *Generous Help from National Organizations*

There can be no progress if one generation passes on to the next only what it has received from the generation before; and so, through its bureau of education extension, the congress is seeking to open to its members many educational opportunities. It is receiving generous help from the National University Extension Association, the United States Bureau of Education, and the American Library Association. And after book learning comes the practice which makes perfect. An old Persian proverb says:

Who reads and reads,  
And does not as he knows,  
Is one who plows and plows  
And never sows.

Parent education, education extension, and adult education are all so closely allied that in the California Congress of

Parents and Teachers parent education is considered a part of the adult education program and includes 164 groups of studying fathers and mothers with a combined membership of 5,000.

#### *Active Committees Have Bridged a Chasm*

Under the departments of public welfare, education, home service, and health, the congress has 25 actively functioning committees which bear directly upon the problems of educating and protecting children. Committees on citizenship, juvenile protection, motion pictures, recreation, safety, social hygiene, mental hygiene, spiritual training, and many other equally important subjects, are headed by specialists, many of them nationally known, who serve as national chairmen and direct the work in their particular subjects throughout the States. So complete is the organization that the chasm which once existed between the individual member and the information which he needed has been successfully spanned by active, well-informed State and local chairmen who are active in the distribution of literature.

In its attempt to serve and help more than a million parent members in all stages of educational advancement, of all races and languages in all parts of a vast country, the National Congress of Parents and Teachers relies upon its teacher-members and upon the school for much of the education which parents must receive in order to keep up with their own children. The parent-teacher meeting, held in the schoolhouse each month during the school year, is a means of grace for many a father and mother who are kept informed of what the school is doing in health, recreation, art, and music, as well as in the new methods of presenting to children the old-fashioned tools of learning. The teacher, though not expected to assume the burden of the parent-teacher program, naturally takes the responsibility of interpreting the school to the school patrons, thereby opening new fields of opportunity to the parents of the pupils. Parents in their turn contribute their talents and experience for the enrichment of the school. It is this reciprocal relationship, this mutual understanding of child needs, that makes the parent-teacher meeting infinite in possibilities for child welfare because of the education which it brings to parents, the insight into home conditions which it brings to teachers, and the desire of both to work together. And no one enjoys the new partnership so much as the children.

#### *Studying for New Parental Degrees*

Districts, county councils, city councils, State branches, all of which are agents of the National Congress of Parents and



Teachers in carrying out its purposes, are giving more and more attention to parent education at their conferences and conventions. The best known and most competent students of child development are engaged to speak and to conduct round-table discussions where parents eagerly present their problems. The interest shown at national conventions in the classes held for parents, and the large numbers that gather when "behavioristic children," "normal development of children," "social relationships," and "spiritual education" are subjects for discussion are significant of the deep desire of fathers and mothers to know what modern scientific research has discovered to help them in their complicated task. The help given at the last convention of the congress—held in Cleveland in May, 1928—by Dr. W. E. Blatz, Newell W. Edson, Dr. Garry C. Myers, Dr. Caroline Hedger, Dr. Douglas A. Thom, and many more specialists in child development, was not only of immediate value, but sent hundreds to their homes determined to go on learning, and to use every available resource to deserve the MA and the PA degree.

#### *Program Becomes Continually Stronger*

Standing back of this great body of people, eager to make good in parenthood are many national organizations manned by professional workers, which are co-operating efficiently and whole-heartedly with the congress in its efforts to guide the oncoming generation. In addition to their valuable stores of experience, data, and literature, these organizations are allowing staff members to serve as national chairmen of congress committees, and to extend their programs of work through the State and local chairmen of the congress to individual members in city, town, village, and hamlet throughout the country. Because of the help given by the National Education Association, the American Humane Education Association, the American Library Association, the American Social Hygiene Association, the Bureau of Education, the National Committee for Mental Hygiene, the National Safety Council, the Playground and Recreation Association of America, and many others, the congress program of parent education has been immeasurably advanced and placed on a basis which is continually becoming stronger.

#### *Should Begin Before Parenthood Occurs*

It is true that "parents have laboratories of their own in the form of their own children," as Dr. Herbert R. Stoltz says, and that "children are honest teachers of their parents." Then there is the theory held by many that "the most economical time to learn anything is just before you

are going to use it," and that adults can learn almost anything "not less rapidly, but more rapidly than do children of the same native ability at any age up to 20." All of which would lead us to believe that the lessons of parenthood may with impunity be learned on the field and when needed. But parents who have made serious mistakes, sometimes fatal ones, because of ignorance of vital facts, are convinced that the foundations of parent education should begin before parenthood occurs.

#### *Congress Encourages Home-making Courses*

In some of our universities, colleges, teacher-training institutions, and in some churches, instruction is given preparatory to marriage and parenthood. Even high schools have developed courses in home making and child care, but the great mass of young people enter marriage with no further equipment than the wedding trousseau and the gifts of admiring friends. In the rapid development of resources for parent training, the State branches of the National Congress of Parents and Teachers are allying themselves with State universities and foundations willing to assume the leadership and at least a part of the financial responsibility of extending newly established courses to parent-teacher members. And so the leaven which shall leaven the whole lump is beginning to work.

As an expression of its belief that universal education for parenthood is of supreme importance to the highest development of our civilization, the board of managers of the National Congress of Parents and Teachers, at a meeting held in Charleston, S. C., on September 27, 1928, passed the strongly expressed resolutions that were printed on page 4 of the October number of SCHOOL LIFE.



### High-School Pupils Study History of Religions

A course in the history of living religions is included in the curriculum of the Topeka (Kans.) Senior High School. It is a 2-semester course, classified as history 7 and 8, and is open to juniors and seniors. The subject was introduced in the spring term 1926-27 with an enrollment of 27 students. Increase in enrollment last year to 60 necessitated the formation of two classes. In the progress of the study the history of 11 living religions is presented: Judaism, Christianity, Taoism, Confucianism, Hinduism, Jainism, Buddhism, Shintoism, Sikhism, Zoroastrianism, and Mohammedanism. Emphasis is placed upon the two religions of the Bible—Judaism as presented in the Old Testament, and Christianity in the New Testament.

### Three Universities Employ University Pastors

Almost simultaneous announcement is made by three great American universities of the appointment of a full-time officer to be the responsible head of the religious work of the several institutions. Dr. Robert Russell Wicks has been inaugurated as "dean of religion" of Princeton University, and he will be in charge of the college chapel. His duties include some teaching in connection with the religious work of the university, as well as social and religious contacts with the students. Dr. Charles W. Gilkey is the new "dean of the university chapel" of Chicago University, and has assumed his place in the educational and religious scheme of the university. Handsome Gothic chapels have been completed at both Princeton and Chicago, and neither pains nor expense has been spared to make them attractive and worshipful. In Yale University Rev. Elmore McNeill McKee is now full-time "pastor of the university church," and he too will minister to the religious life of the students. Battell Chapel has recently been redecorated and refurnished as a part of Yale's building and improvement plan.



### Terre Haute Teachers Enjoy Sabbatical Leave

Sabbatical leave as recently adopted by the school board of Terre Haute, Ind., may be granted for one year of study to any member of the teaching, administrative, supervisory, or library staff, after seven or more consecutive years of successful experience in public schools of the city. For each subsequent period of service of seven years or more an additional leave may be granted for study or professional advancement. The leave of absence, if desired, may extend over only a half year. During absence on sabbatical leave the regular salary will be paid, less the amount paid to the substitute. The time of such absence will count as regular service toward retirement, and full contribution toward the retirement salary shall continue during the period of leave. Any person to whom such leave is granted may have his old position upon return to school work if he desires it.



Administration of the Schick test for diphtheria and the Dick test for scarlet fever is compulsory for all pupils between certain ages in Government schools of Mexico, under recent presidential decree. Pupils showing susceptibility to either disease must take immunization treatment. Tests and treatment are given by public health and school physicians.



# Junior Red Cross Provides Outlet for Altruistic Impulses of Children

*No Extra Tasks Laid Upon Pupils by Junior Red Cross Projects. Necessary Knowledge and Skills Are Acquired in Course of School Work, but with an Added Motive. Enthusiasm of Children Sometimes Continues to After-School Hours, and Leads to Substantial and Useful Work. Pupils in New York Cities Made Survey of Public Institutions and Were Enabled to Plan Their Work More Intelligently*

By RUTH EVELYN HENDERSON

*Educational Assistant to the National Director American Junior Red Cross*

"SCHOOL WORK for service," a slogan that has caught the imagination of some 7,000,000 elementary and high-school pupils, is not to be confused with the Scrooge educational theory of motivating window washing by a spelling lesson. Rather it is a catch phrase which expresses the ideal of socialized education in its finest sense.

Most schools to-day are more or less "socialized." That is, pupils are engaged in learning about the world in which they live; considerable freedom is allowed; assignments are frequently made in the form of projects, problems, or contracts; social life is actively developed through school clubs; some form of self-government trains in personal responsibility. It sometimes happens, however, that the most progressive and efficient school is still not socialized in the sense of developing an altruistic interest in a larger community—a sense of responsibility toward those who are less favored, those who are temporarily disadvantaged by war or other catastrophe, or are more permanently disadvantaged by poverty or ill health. For instance, it is a just—if not always kind—custom in most cooking classes to let the young cooks consume

their own creations; and it is the social custom in many schools to serve an occasional lunch to the football team, to visiting parents, or to the faculty. It is not unusual for a girl to put up a glass of jelly to take home. But the Langley Junior High School of Washington exemplified the deeper type of socialization when it made 250 glasses of jelly for veterans in hospitals.

It is this element of social unselfishness that the Junior Red Cross aids by providing an outlet for altruistic impulses inherent in children. The activities in which the schools are already engaged are assumed to be educative, and to have intrinsic value in developing needed skills or giving essential knowledge. The Junior Red Cross claims in good faith that it does not ask a school to do anything "extra"; it simply provides through the parent Red Cross organization a better and a wider outlet for those things that school time is used to do. The skills and the knowledge are all the better acquired when the learner realizes an immediate and broad use for them.

If drawing happens to be the activity, that drawing can be used to bring pleasure to somebody besides the teacher or the

parent. If the activity is learning to write letters, some lonely person will enjoy receiving those letters, and the response will demonstrate far better than a teacher's grade the real reason for writing a letter. If the activity is woodwork or sewing in the upper grades or cutting and pasting in the primary grades, always there is some real person who will receive the product of pupil workmanship with admiration.

In the De Witt Clinton School, Mount Vernon, N. Y., 1,000 pupils last Christmas agreed that every single one would contribute through his Junior Red Cross something that would increase the Christmas happiness of some one else. Marie H. Haller, a pupil secretary for grade 8-1, reported the result:

From the kindergarten children, who made jumping jacks and Santa Clauses, to the ninth grade, where the boys made wooden toys and the girls made wash dresses and bloomers, every class was represented. Among the articles made were Mother Goose dolls, picture books, 50 dressed dolls, stocking kittens, handkerchiefs, needle books, puzzles, woolen flowers, baby jackets and booties, baskets, coat hangers, oilcloth ducks, doll beds all made up, and calendars.

These were sent to boys and girls in Vermont, to a home for children, and to the visiting nurses in Mount Vernon. Baskets of jars of jam and jelly and candy were taken by the ninth grade to the Old Ladies Home.



Pupils in Public School No. 29, Brooklyn, made 250 toys for children in city institutions



These were all sent with the good wishes and Christmas greeting from the children of De Witt Clinton School, and it is hoped that they will bring cheer and happiness to many a home.

That this outlet often frees an untapped power, pent up and waiting release, is evidence in story after story of young enthusiasm.



Officers of a Junior Red Cross club at Caruthersville, Md.

In Washtenaw County, Mich., a little girl in a rural school learned through the local newspaper of a county-wide "Easter party by mail" for 22 State institutions and homes for children and 1 home for old people. The public schools of the county were adopting these institutions and were going to send Easter gifts to every child or old person, the name of the recipient to be written on the gift. The little girl hastened to school the next morning to urge that her school must have part in this fun. Her schoolmates and teacher proved sympathetic and she wrote as follows for her school: "Please send us the names of eight children, because we want to send them things to make them happy for Easter time. We have eight little baskets, cards, and rabbits and candy." The Junior Red Cross secretary responded with the names of eight children and also offered the names of three other children who would enjoy receiving birthday remembrances. The teacher promptly telephoned that the school would like to have in all nine children whose birthdays they could remember.

The story of the Easter party continues:

The pupils, as part of their school work, decorated boxes, made thousands of baskets of all shapes and

colors, decorated with hunnies and chickens, then bought chocolate eggs, candy eggs of all colors, chickens, and hunnies. There were also real eggs, beautifully colored; even goose eggs came in from rural schools colored in lovely pale shades of blue and lavender. There were Easter booklets, all shapes and kinds made by the children, so that nearly every child received an Easter card and a basket of eggs. There were scores of fancy baskets filled with candy eggs and real eggs colored by the children. There were large fancy baskets, heaped with candy eggs and rabbits for every boy in the different cottages at the Boys' State Vocational School. In addition these boys all received Easter cards and Easter novelties.

One school when adopting an orphans' home enrolling 140 little girls, said that their children were rather poor and that they could not send such lovely gifts; but no lovelier boxes were sent than those from this school. The children made fancy baskets of pastel shades of crepe paper, then made the candy for each basket. There were 140 baskets, and in addition there were boxes of beautifully colored real eggs decorated with rabbits and hunnies. One Ann Arbor school that had adopted 250 children telephoned for 100 more names, the principal saying, "We can easily take that many more, because the children want to adopt more." The response was so amazing that every child received several gifts instead of one. The county supervisor of rural schools brought in from the county the last box to be mailed, a chest filled to the brim with real eggs and candy eggs, making a most attractive box. She said, "I want my children to take part in this work because it is a fine thing for them. They are greatly interested. Now, I see in my schools the Junior Red Cross poster, certificate, and the honor rolls; the children are proud of winning their pins. I am glad for my teacher to have the Junior Red Cross in their work."

#### *Enthusiasm Leads to Volunteer Work*

Sometimes the enthusiasm carries over outside of school hours, as in the Technical High School in Atlanta, where the boys gave hours of volunteer time to building a hot-lunch cafeteria for a less favored elementary school, and the girls cheered the boys on by serving refreshments.

In contrast to these more imposing projects are the simple acts of friendliness, the observance of health rules, and the everyday citizenship which entitle the

children to honored membership in the good Junior Red Cross. Indian children in one school earned their pins by having very clean hands for a week, by cleaning their teeth regularly for four weeks (till the habit was established), and by various types of simple school citizenship. By an amusing coincidence one boy who earned his Junior Red Cross pin by giving up tobacco was named Elwood Pipestem. In the same school the children made and sent picture portfolios to the hospitals, handkerchiefs to soldiers, dolls to Indian children in another locality, tray cards to veterans in a far-distant State, and 100 bookmarks for still another soldiers' hospital.

#### *Ungraded Pupils Work With Rare Skill*

Just as there seems to be no limit to the human needs which these children are discovering, so there seems to be no limit to the ability of pupils of all grades and all types of schools to meet these needs. From Atlanta, Ga., where all the schools are active in a great variety of school work for service a report states that there is no more important work done than that accomplished by pupils of ungraded classes. Every article made by these classes is artistic and beautiful and many articles are repaired or reclaimed with real skill. The articles include such things as dressed dolls, hospital bags, doll beds and furnishing, wall vases of tin, hanging bookshelves, aprons, toys, magazine, book and clothes racks, flower baskets, and fruit baskets. In another city, Syracuse, N. Y., a girls' continuation school reported making layettes, writing letters, making joke books. Students in the Institute for the Blind in San Juan, P. R.,

(Continued on page 56)



Bethesda (Md.) High School pupils carried out a "disaster relief" project



# Professional Requirements for Principals of High Schools

*Twelve States Set Up Requirements for Principalships that Are Additional to Those for High-School Teachers, and Five Issue Special Certificates. Graduation from a Standard College with Professional Training is Uniformly Required, and Many States Demand a Year of Graduate Study in Professional Courses. Successful Experience an Important Factor for Principals of Schools of the First Class*

By D. H. EIKENBERRY

*Professor of School Administration, Ohio State University*

IN A STUDY made by the writer in 1924 and printed as Bureau of Education Bulletin, 1925, No. 24, it was found that only seven States had set up requirements for the high-school principalship that were additional to the requirements for high-school teachers. These States were Alabama, California, Delaware, Indiana, Maryland, North Carolina, and Wyoming. Since 1924 the professional importance of the high-school principalship has been recognized in Connecticut, Missouri, North Dakota, Virginia, and West Virginia. Five of these States—Delaware, Indiana, Maryland, North Carolina, and West Virginia—issue special certificates to high-school principals. The present professional requirements in the 12 States are as follows:

## *Certificate of Administration and Supervision*

**Alabama.**—A certificate of administration and supervision is required of all county superintendents, assistant superintendents, county supervisors, city superintendents, city supervisors, principals of secondary agricultural schools, principals of county high schools, principals of senior high schools, and principals of all other schools employing 10 or more teachers. Two classes of certificates are issued, A and B.

The class A certificate is valid for 6 years and may be issued on graduation from a standard college or equivalent education to a person who in addition shall have completed 1 year of graduate work in education or its equivalent approved by the State board of education and who shall submit satisfactory evidence of 3 years' successful teaching experience. Proof of 6 years' successful administration work may be accepted in lieu of 1 year of graduate work in education. This certificate may be renewed for 6 years upon the fulfillment of one of the following conditions: (a) Employment in an administrative or supervisory position for 4 of the 6 years covered by the certificate and the satisfactory completion of the reading-circle work as a member or a director of a

group for 4 of the 6 years; (b) the completion of courses in administration and supervision in colleges and universities aggregating 12 weeks within the 6 years covered by this certificate; (c) membership in both State and National educational associations for the entire 6 years and attendance on their annual conventions for 4 of the 6 years covered by the certificate.

The class B certificate is valid for 6 years and may be issued on graduation from a standard normal school or equivalent education to a person who has completed 1 year of additional work of college grade or its equivalent approved by the State board of education and who in addition submits satisfactory evidence of 3 years of successful teaching experience. This certificate may be renewed for 6 years upon the fulfillment of one of the following conditions: (a) Employment in an administrative or supervisory position for 4 of the 6 years covered by the certificate and the satisfactory completion of the reading-circle work as a member or a director of a group for 4 of the 6 years; (b) the completion of courses in administration and supervision in colleges and universities aggregating 12 weeks within the 6 years covered by the certificate; (c) membership in both State and National educational associations for the entire 6 years and attendance on their annual conventions for 4 of the 6 years covered by the certificate. [Alabama State Department of Education. Rules and Regulations Governing the Examination and Certification of Teachers in Alabama. Bulletin No. 32, revised September 1, 1922, pp. 10-11.]

## *Teacher's Certificate the First Requisite*

**California.**—Requires school administrators and school supervisors to hold a valid teacher's certificate and a special certificate authorizing employment as a school administrator or a school supervisor. The requirement applies to superintendents, deputy superintendents, assistant superintendents, principals of schools of more than five teachers and vice principals who devote full time to administrative duties. The specific requirements for the administration credential are as follows: (a) A certificate

from a physician certifying that the applicant is physically and mentally fit to engage in teaching service; (b) verification of a valid California teacher's certificate, credential, or life diploma of general elementary or general secondary grade; (c) a recommendation from the department of education of a college or university accredited by the California State Board of Education verifying 2 years of acceptable teaching experience and 15 semester hours of work in professional courses relating to school organization, administration, and supervision. The 15 semester hours of professional work must be in addition to the work done for the teaching credential. Ten of the fifteen hours must be selected from not less than four of the following courses: School administration and supervision; growth and development of the child; philosophy of education; educational tests and measurements; history of education in the United States.

The remaining five semester hours must be selected from the following courses:

## *Electives in Professional Courses*

Work of an elementary school principal; administration of a high school, or of a junior high school; organization and supervision of elementary education; organization and administration of vocational education; supervision of instruction; statistical methods; school surveys; rural education; elementary school curriculum; State and county school administration; city-school administration; schoolhouse hygiene and construction; methods in mental diagnosis; high-school curriculum.

This credential is issued for 2 years and may be renewed for periods of 5 years upon verification of at least 5 months of administrative experience in the public schools of the State as a principal of a school of five or more teachers, or as vice principal devoting more than half time to administration. In case the holder is unable to secure the five months' administrative experience he may secure the renewal upon verification of successful teaching experience and the completion of six semester hours of work in school administration subjects for each renewal. [California State



Department of Education, division of teacher training and certification, Bulletin No. H-2. Regulations Governing the Granting of State Teachers' Credentials and County Certificates in California, 1928, pp. 41-42.]

*Connecticut.*—The supervisor's certificate is required of superintendents, supervising agents, and principals of grades or of high schools who devote their entire time to supervision. For a limited supervisor's certificate the applicant must comply with the general requirements for all certificates and the requirements of either (1) or (2) following:

#### *Require Evidence of Executive Ability*

(1) (a) He must hold a Connecticut permanent normal school or permanent secondary certificate; (b) have had at least 3 years' experience in teaching and have been principal or supervisor for at least 1 year of a school employing at least five assistant teachers; (c) present satisfactory testimonials of executive ability; and (d) pass an examination, unless exempted, in school organization, including Connecticut school law and Connecticut school history.

(2) (a) He must be a graduate of an approved college or university, (b) have been principal or supervisor of a school or schools for at least five years, and (c) give proof of his fitness for such certificate.

The limited supervisor's certificate may be made permanent without further examination after three years of successful experience as supervisor. [Connecticut School Document No. 5, 1925. Rules and Regulations Concerning State Teachers' Certificates, Third edition, pp. 5, 28-29.]

*Delaware.*—The State board of education grants two certificates to high-school principals. The conditions and requirements are as follows:

#### *Two Years of Practical Experience*

The high-school principal's certificate may be granted to persons who (a) are graduates of a standard college or university, (b) have had in addition a year's graduate work at a standard university, including high-school methods, supervision, and administration, and (c) who have had two years' experience as principal or teacher. This certificate is valid throughout the State for three years and is renewable for 3-year periods on evidence of successful experience and professional spirit. It is required in all first-group State-aided high schools and is also valid in all other State-aided high schools.

The high and elementary school principal's certificate may be granted to persons who (a) are graduates of a standard college or university, (b) have had as a part of their college or university course work in the teaching of elementary-school and high-school subjects and in super-

vision and administration, and (c) who have had one year's experience as principal or teacher. This certificate is valid throughout the State for three years and is renewable for 3-year periods on evidence of successful experience and professional spirit. It is required in all State-aided high schools of the second group and in all schools rated as high schools by the State board of education. It is also valid in an elementary school when the elementary school is in the same building as a second-group State-aided high school or a school rated as a high school by the State board of education. [State of Delaware, department of public instruction. Rules and Regulations for the Certification and Examination of Superintendents, Supervisors, Principals, and Teachers, 1924, pp. 4-5.]

#### *For Life, After Three Successful Years*

*Indiana.*—Principals in all accredited and commissioned high schools are required to hold a high-school principal's license or a first or second grade elementary school principal's license. Two grades of high-school principals' licenses are authorized—first and second.

The first-grade high-school principal's license is valid for five years and is renewable thereafter for life on presentation of evidence of three years' successful experience and professional spirit. It is valid for administration and supervision in any junior or senior high school and in any elementary and high school (junior or senior) combined. Applicants for the first-grade license must meet the following requirements: (a) Graduation from a standard or approved college or normal school with 4-year course; (b) 3 years successful experience as principal or teacher, all of which must have been within the last preceding 10 years but not including in this 10 years time spent in attending school; (c) hold, or be qualified to hold, a high-school teachers' license, first grade; (d) a year of graduate work in a standard university with specialization in high-school administration and supervision. Eighteen semester hours (or three-fifths of all graduate credits presented) should be in not less than three of the following lines of work, always including the first: High-school administration, including high-school records and statistics; public-school administration; high-school supervision; tests and measurements; psychology of adolescence; Indiana school law.

#### *Some Graduate Credits in Other Fields*

Twelve semester hours (or two-fifths of all graduate credits presented) may be in any other two fields of knowledge.

The second-grade high-school principal's license is valid for 3 years and is renewable thereafter for 3-year periods on

presentation of evidence of 1 year of successful experience, professional spirit, and additional school preparation. It is valid for administration and supervision in any junior or senior high school and in any elementary and high school (junior or senior) combined. Applicants for the second-grade license must meet the following requirements: (a) Graduation from a standard or approved college or normal school with a 4-year course; (b) 2 years of successful teaching experience, all of which must have been within the last preceding 10 years but not including within this 10 years the time spent in attending school; (c) hold, or be qualified to hold, a regular high-school teacher's license, first grade; and (d) the completion as a part of the college or normal-school course, or otherwise, of professional work with specialization in high-school administration and supervision approximately as follows: Public-school administration, 3 semester hours; high-school administration, 3 semester hours; high-school supervision, 3 semester hours; tests and measurements, 3 semester hours; psychology of adolescence, 3 semester hours; Indiana school law, 1 semester hour. [Indiana State Board of Education. Teacher Training and Licensing in Indiana, Regulations of the State Board of Education, Educational Bulletin No. 94, 1927, pp. 21-22.]

#### *No Experience Required for Some Principals*

*Maryland.*—The principal's certificate is required of principals of all State-aided high schools of the first group, and schools rated as 4-year high schools by the State superintendent of schools. It is issued for 3 years and is renewable upon evidence of successful experience and professional spirit. The requirements are: (a) Completion of a standard 4-year college course or the equivalent in scholastic preparation; (b) 1 full year of graduate work at a standard university or the equivalent, approximately one-third of which must be in advanced study related to the high-school subjects and approximately two-thirds in education, including high-school methods, supervision, and administration; and (c) 2 years of successful teaching experience for principals of high schools of the first group. No teaching experience is required of principals of high schools of the second group. [Maryland State Department of Education, Maryland School Bulletin, Vol. VI, No. 12, June, 1925. Requirements for Certificates for Administrators, Supervisors, and Teachers, p. 5.]

#### *Must Study Administration and Supervision*

*Missouri.*—Superintendents and principals who devote at least half time to supervision are required to meet the following requirements: (a) Completion



of 120 semester hours of college credit above the 4-year high-school course; and (b) have 24 semester hours of work in education, 9 of which must be in administration and supervision. [State of Missouri, Department of Education. Organization and Administration of Junior and Senior High Schools, 1927, pp. 30-31.]

*North Carolina.*—The high school principal's certificate is issued to applicants who meet the following requirements: (a) Graduation from a standard A grade college in the academic or scientific courses with 18 semester hours of professional credits or credits required for high-school certificate A; (b) 3 years of teaching experience within the past 5 years; and (c) at least one unit of credits (a minimum of three 5-hour courses during the summer school of 6 weeks) from an approved summer school or the equivalent

in college credits showing specialization in school administration and supervision. The certificate is valid for 5 years, and after 5 years' successful experience as principal will be made valid for life upon securing credit for three 5-hour courses in an approved summer school or its equivalent in college courses specializing in school administration and supervision.

A provisional high-school principal's certificate may be issued to applicants who hold, or are entitled to hold, a Class A high-school teacher's certificate and who have had 1 year of teaching experience within the past 5 years. This certificate is valid for 2 years and may be converted into a high-school principal's certificate whenever the requirements for that certificate have been met. It will not be issued except when the applicant

serves as principal of a standard high school. [North Carolina State Board of Education, Educational Publication No. 88, Regulations Governing Certificates for Teachers in North Carolina, 1925, pp. 10-11.]

*North Dakota.*—Effective July 1, 1928, principals of first-class high schools must meet the following requirements: (a) Hold the bachelor's degree with 16 semester hours of education, 6 hours of which must be in school administration and supervision; (b) hold a first-grade certificate; and (c) have had two years' experience as a teacher. [North Dakota Department of Public Instruction, Bulletin No. 4, Regulations Governing the Certification of Teachers, 1927, p. 18.]

*Virginia.*—All beginning principals of accredited high schools must meet the requirements for the collegiate profes-

#### Analysis of high-school principals' certificates

State	Title of certificate	Requirements			
		Academic	Teacher's certificate	Professional training	Experience
Delaware	High-school principal's certificate.	Graduation from standard college or university.		Year of graduate work, including high-school methods, supervision, and administration.	2 years as principal or teacher.
	High and elementary principal's certificate.	do		Work in elementary and high-school teaching and in administration and supervision in college.	1 year as principal or teacher.
Indiana	High-school principal's license, first grade.	do	Hold or be qualified to hold a high-school teacher's license, first grade.	Year of graduate work with specialization in high-school administration and supervision.	3 years' successful experience as principal or teacher within last preceding 10 years.
	High-school principal's license, second grade.	do	do	Approximately 16 semester hours in specified professional courses.	2 years' successful experience as principal or teacher within last preceding 10 years.
Maryland	High-school principal's certificate.	Graduation from standard college or university, or equivalent.		Year of graduate work approximately two-thirds of which must be in education, including high-school methods, supervision, and administration.	2 years of successful teaching experience for principals of first group high schools.
North Carolina	do	Graduation from standard A grade college in academic or scientific course.		A minimum of one unit of credit (three 5-hour courses during summer school of 6 weeks) with specialization in school administration and supervision.	3 years within the past 5 years.
West Virginia	do	Graduation from standard college.	Qualifications for first-class high-school certificate.	1 year of graduate study with at least 14 semester hours in specified professional courses.	3 years' successful teaching or administrative experience in high school within the preceding 5 years.

State	Title of certificate	Valid—	Required—	Duration	Renewal	
					Duration	Requirements
Delaware	High-school principal's certificate.	In all State-aided high schools.	In all first group State-aided high schools.	3 years	3 years	Successful experience and professional spirit.
	High and elementary principal's certificate.	In all high schools below first group and in certain elementary schools.	In all State-aided high schools of second group and others rated as high schools.	do	do	Do.
Indiana	High-school principal's license, first grade.	In any junior or senior high school or elementary combined with junior or senior high.	First or second grade high-school principal's license or first or second grade elementary school principal's license required in all accredited and commissioned high schools.	5 years	Life	3 years' successful experience and professional spirit.
	High-school principal's license, second grade.	do	do	3 years	3 years	1 year of successful experience, professional spirit, and additional preparation.
Maryland	High-school principal's certificate.	In all high schools of the State.	In all State-aided high schools of first group and other schools rated as 4-year high schools.	do	do	Successful experience and professional spirit.
North Carolina	do	In all high schools of the State.	No statement in bulletin issued by State board of education.	5 years	Life	5 years' successful experience as principal, and credit for three 5-hour courses in an approved summer school or its equivalent in college credits specializing in administration and supervision.
West Virginia	do	In junior and senior high schools.	After July 1, 1930, this certificate or first-class high-school certificate will be required in first-class high schools.	Not stated	Not stated	



sional certificate with two years of successful teaching experience, or the requirements for the collegiate certificate with three years of experience. The collegiate professional certificate is issued to applicants who hold a baccalaureate degree from a standard college or university, and who have completed at least 18 semester hours' work in education. The collegiate certificate requires the baccalaureate degree but not the work in education required of the collegiate professional certificate. [Virginia State Board of Education, Bulletin, Vol. X, No. 2, October, 1927, Regulations Governing the Certification of Teachers in Virginia, pp. 4-5.]

#### *New Requirements After July, 1930*

*West Virginia.*—The high-school principal's certificate is valid for administrative and supervisory work in junior and senior high schools. This certificate or the first-class high-school certificate will be required of principals of first-class high schools after July 1, 1930. The requirements for the certificate are: (a) Graduation from a standard college; (b) qualifications for a first-class high-school certificate; (c) 3 years' successful teaching or administrative experience in high school within the preceding 5 years; (d) one year of graduate study in a standard university for which the master's degree is granted; and (e) the completion of at least 14 semester hours of graduate work in some of the following courses: High-school curricula; high-school organization and administration; high-school pupil guidance; supervision of high-school instruction; psychology and physiology of adolescence; directed teaching and supervision; history of secondary education; surveys and special studies in high-school problems; statistical methods in education; testing programs for secondary schools; philosophy of education; business administration of secondary schools; extra-curricular and co-curricular activities; psychology of secondary school subjects. [West Virginia State Board of Education, Teacher Training Bulletin, No. 7, 1928, Training and Certification of Teachers in West Virginia, p. 67.]

#### *Lower Certificate for 3-year Schools*

*Wyoming.*—Principals of accredited 4-year high schools must hold a Class I administrative certificate; principals of less than 4-year high schools must hold a Class III administrative certificate. The requirements for the Class I certificate are as follows: (a) Graduation from a standard college or university; (b) 30 term or quarter hours of professional training; (c) 5 term or quarter hours in administration or supervision; and (d) 3 years' experience, one of which must be within Wyoming.

The requirements for the Class III administrative certificate are: (a) Two years—90 term or quarter hours of college or normal school work; (b) 15 term or quarter hours of professional training; and (c) 5 term or quarter hours in administration or supervision. [Wyoming State Board of Education, Bulletin No. 8, Series B, Certification of Teachers, 1925, pp. 7, 8.]

The special certificates for high-school principals as found in Delaware, Indiana, Maryland, North Carolina, and West Virginia are analyzed in the accompanying table. A study of the table shows that in all five States the first requirement is graduation from a standard college or university. Indiana and West Virginia specifically state that the applicant must hold, or be qualified to hold, a first-class or first-grade high-school teacher's certificate. All five require training in school administration and supervision. All except North Carolina require a year of graduate training. All five require successful experience as principal or teacher, the amount varying from 1 to 3 years. The certificates in all five States are valid in all high schools but are not required in all high schools. Duration varies from 3 to 5 years. The West Virginia bulletin makes no statement as to renewal of the certificate. In the other four States the certificates may be renewed on presentation of evidence of successful experience and professional spirit. In Delaware and Maryland the certificates may be renewed for 3-year periods. In Indiana and North Carolina the certificates are renewable for life.



### Summer School of International Cooperation

Teachers and representatives from 21 countries attended in Geneva, Switzerland, the special course held during the past summer by the International Bureau of Education, on the school, the League of Nations, and international cooperation. Expenses of some of the teachers were defrayed by their governments. The course was planned in accordance with recommendations of a subcommittee of experts of the International Commission on Intellectual Cooperation, and was directed toward a practical program of teaching, in primary and secondary schools, of international understanding and the work of the League of Nations.



A gold medal will be awarded by the Government of Cuba to each primary teacher whose record shows 25 successive years of acceptable service in public schools of the country.

### Hand Weaving Taught in Schools of India

As part of the plan for promotion of home industries among native people of Bombay Presidency, India, eight hand-weaving schools in the central division were maintained by the department of industries during 1926-27, as shown by recent report to the Department of State from Wilbur Kehlenger, American consul at Bombay. A weaving school to instruct local agriculturists in hand weaving as a spare-time industry to supplement agriculture was opened at Ibrahimpur, Dharwar District. Boys in the school were taught to weave the coarse cloth used by the villagers. To instruct the people in the different processes that cloth must undergo in order to meet commercial requirements, demonstrations in sizing, warping, winding, dyeing, and printing, as well as in weaving on different types of looms, were given in a number of localities and in several charitable and reformatory institutions. As a result, several factories have been opened and work has been stimulated in many places. Nine scholarships in technical chemistry and electrical engineering, open to Indian students, are maintained by the department in Indian institutes of science.



### Systematic Effort to Remedy Speech Defects

Two supervisors, 44 regular teachers, and an auxiliary teacher carry on the work of speech improvement in public schools of Philadelphia. From 10 to 12 per cent of the children of the city suffer from speech defects. Each speech teacher has a daily assignment of two schools. The class period is half an hour, and classes are composed of from 8 to 10 children. So far as possible children of the same age and the same type of speech defects are grouped for instruction. Three speech clinics provide for pupils in schools where such instruction is not given, and car fare is supplied children living at a distance. Speech clinics are maintained in seven summer schools, and in one evening school a speech class is open during the winter to adults.



A complete photographic laboratory as part of the physical equipment in the science department is provided Bennett High School, Buffalo, N. Y. In addition to use in the study of physics and chemistry, the laboratory has proved of value in supplying photographs for school and educational publications and lantern slides for lectures and other school purposes.



# SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
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Editor - - - - - JAMES C. BOYKIN

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## Women Teachers in American Public Schools

THE BEGINNINGS of the public school system found the majority of the schools in the hands of men. The "woman movement" had not begun and women had not then learned to leave their fathers' homes and go out into the world to earn their own livelihood; but that only in part explains the conditions that prevailed in regard to the schools. Teaching of itself was entirely respectable, and has been for generations one of the few occupations which a gentlewoman might enter with propriety. But the regular school work was not favored, and educated young women who had to support themselves, as a rule, preferred to enter private families as governesses.

There was little or no prejudice, however, social or otherwise, to keep women from the schools like that which debarred them from so many other occupations that have since been opened to them. Women were as a rule physically unable to do the work as it was then required. In the first place the school day was very long as compared to later standards. It began at 8 a. m. and lasted until 4—often until 5 p. m. Where the school was regularly taught it was in session practically the year round. Holidays were few, and even the practice of closing on Saturday has grown up within the past hundred years. As late as 1842 the schools of New York City were in session 49 weeks; those of Chicago, 48 weeks; the term in Brooklyn, Baltimore, and Cincinnati was 11 months, in Buffalo 12 months, in Detroit 259 days, and in Philadelphia, Boston, and Washington nearly as long.

Even if the modern improvements in methods, equipment, and, more than all else, in boys, had existed then, it would have tested the endurance of a robust woman to withstand a siege of a single school year. But the length of the term was not the greatest difficulty. That feature of teaching which presented the most terrifying aspect to the timid novice was the matter of discipline, for it was only by drastic measures that a teacher could hold his own. The kind of discipline then prevalent is illustrated by

the record made by an Eton head master who flogged 80 boys in one night. Even he was not as continuously and energetically active as old Hauherle, the Swabian schoolmaster of whom it is so often told that during the 51 years and seven months of his official life he inflicted 911,527 blows with a rod, 124,010 blows with a cane, 20,989 taps with a ruler, 136,715 blows with the hand, 10,235 blows over the mouth, 7,905 boxes on the ear, and 1,118,800 raps on the head. Seven hundred and seventy-seven times he made boys kneel on peas, and 613 times on a three-cornered piece of wood, made 3,001 wear the dunce cap, and 1,707 to hold up the rod.

Such modes of discipline were not confined to the schools. Flogging prevailed in the armies and navies of the world until a comparatively recent date, and it was even a rule of the English common law that a man might chastise his wife, provided he did it as a loving husband should and without brutality.

So it was by universal custom and common consent that authority in any walk of life meant harshness, and discipline meant bodily pain. Corporal punishment, frequent and severe, was looked upon by parents, teachers, and children as a necessary part of school life. Accustomed to stern measures, the pupils had neither respect nor obedience to offer the teacher who was not ready and able to follow up his command with a blow.

The world has grown greatly in civilization in the past century. Its manners are milder and its methods are dictated more by reason. Men do not often whip their wives now, and even a moderate chastisement is apt to lead to the divorce court. Harshness has gone out of fashion, and a public sentiment has arisen which makes it possible for a person of reasonable strength of body and of will to exercise any proper authority without the constant display of brute force.

The most potent single agency in bringing about the improved attitude of the teacher toward the pupil and of the pupil toward the teacher has been the graded school. As far back as the time of Sturm, in the sixteenth century, there have been divisions of schools into yearly classes with examinations and promotions, but the graded school as we know it may be properly considered a growth on American soil. It came in the natural course of evolution, one step at a time, but it first reached its full development in the famous Quincy school of Boston, of which John D. Philbrick was the principal, in 1847.

It is hard to realize the tremendous effect that grading has had upon school discipline. It is primarily a device by which pupils may be instructed more economically by means of an intelligent division of labor in giving each teacher

pupils of a like degree of advancement. But it is much more. In the ungraded school the teacher could give her attention only to a very small portion of the class at any one time. A school of moderate size might easily have had 25 or 30 classes, and as a matter of fact generally did have that many.

In the graded school, on the contrary, at least half the pupils are engaged in recitation at the same time. Each pupil is on the alert lest he be called upon suddenly; if he is not in the section reciting all his thought must be given to preparation for the next lesson. His time is fully occupied. That of itself is of the greatest value in discipline. Then, too, the personality of the teacher in influencing the school has infinitely greater scope, and her individuality is felt far more when she is herself constantly occupying the attention of her pupils. They learn to know her better, and she is enabled to enlist their sympathy and cooperation, and thus to reduce the difficulties of discipline to the lowest terms. A woman with reasonable tact can now do the work which formerly required physical as well as intellectual strength.

The American system of supervision is also an agency which has aided in bringing about the employment of women. The moral as well as the active support which a principal or superintendent gives to his assistants is sufficient to bolster up many teachers, male and female, who would be unable to hold their own if thrown upon their own resources. The knowledge that there is always a strong will which may be called upon for aid is a constant encouragement to inexperienced teachers, and a deterrent to mischievous pupils.

These changed conditions, namely, the better public sentiment toward discipline, the graded school, and constant supervision, made women teachers possible on the one hand, and, on the other, the increase in women teachers to a great extent made these changes necessary, and it was an important factor in bringing them about. In fact, milder discipline, graded schools, supervision, and the preponderance of women teachers grew up together, and each influenced and helped to bring about the others. It is impossible, of course, to assign a definite date for the beginning of more rational discipline, but the other three innovations may be shown to have come almost simultaneously. Notice these coincidences:

Graded schools had their beginning in 1847. The first instance of professional supervision occurred in 1839, when Nathan Bishop was made superintendent of the city schools of Providence, R. I.; within 10 years professional superintendents were fairly common. The Baltimore public schools began in 1829 with two male and two female teachers. The



number of each sex continued about equal for nearly 20 years, men teaching the boys' schools and women teaching the girls' schools. In 1848 an innovation was made, and 15 women were put in the boys' schools—at an annual salary, by the way, of \$150 each; women have been in the majority there ever since. St. Louis had one male and one female teacher at the inception of its school system in 1837. There were 5 men and 5 women in 1844, and by 1858 the men had increased to 20 and the women to 108. In Cincinnati there were 21 men and 38 women in the schools in 1840, and 34 men and 108 women in 1850.

These cities are typical. The disproportionate increase of women began in the latter forties, when it had been shown that the public schools with grading and professional supervision could be conducted with cheaper teachers without the expense of employing a "principal" for each room. Unquestionably the original motive was economy in nearly all cases. The records show that very clearly.

As time passed the public and the pupils became more accustomed to women teachers and discipline became easier for them. They proved to be more sympathetic and at least as successful teachers of young children as men, and their numbers increased still more on that account. Then the Civil War took away many of the male teachers, and the proportion of women grew still faster. Finally, the impression prevailed extensively that it was necessary only that the principal of an elementary school be a man and all the assistants might as well be women.

Normal schools exerted a tremendous influence by preparing large numbers of girls for teaching; and higher education became widely diffused among women, enabling more and more of them to teach not only in the higher grades of the elementary schools but in high schools and colleges as well.

Then, to come down to recent times, since the number of male assistants in the elementary schools has been reduced to a minimum, the supply of desirable men for principals has been all but cut off, and as women are always at hand who have had good training and long experience in teaching and who show evidence of executive ability, principalships have been given to them. Here again the question of economy originally entered into the calculation, for when a woman was promoted to a principalship she did not, as a rule, receive as much as her male predecessor had been paid. The feeling is now that experienced women teachers generally make the best principals that can be had under the present conditions. Women principals, therefore, as well as women teachers, may be considered a fixture.

## *State Department Supervises Preschool Health Work*

THE health department's supervision of the preschool child in New York State was described by Dr. Elizabeth M. Gardiner, director of the division of maternity, infancy, and child hygiene of the department, who spoke before a joint session of the American Child Health Association and the American Public Health Association in Chicago.

"The department conducts child-health consultations and examines children from 6 months to 6 years of age," Doctor Gardiner said. "A migratory unit of staff physicians and nurses work in the rural areas and smaller municipalities, according to a schedule arranged by an advance agent in cooperation with local health officials.

"The results of these examinations are recorded and the findings referred to the family physicians for confirmation and correction, the local nurses working with the State unit and then with the family physicians in the interest of the children examined, retaining these children as a definite part of their regular work until all possible has been done to accomplish the desired results.

"Staff members are placed as demonstration child hygiene nurses in counties or rural areas, developing a full maternity, infancy, and preschool program and con-

ducting the demonstration in such a manner as to convince the public of the need of the work and the possibility of their acquiring their own permanent service as an outcome of the demonstrations.

"The department affords to many local municipalities, of sufficient population to justify holding clinics once a month, financial assistance in the form of annual allotments for the payment of local physicians working with local departments of health for the examination of infants and preschool children.

"Specialized staff assistance is given to local independent nursing organizations, in the formation and carrying on of mother and child health stations, with the activities indicated, so that besides routine home visiting there might be developed opportunities for group instruction, nurses' conferences, and other centralized efforts.

"Financial assistance is granted to local counties for the payment of groups of physicians appointed by and working under the auspices of the county medical societies in conjunction with local health officers, for the purpose of examining preschool children twice yearly in the sparsely populated areas, where it would be out of the question to hold clinics as often as once or twice a month."

## *Too Much Stress on Cleaning Teeth*

"A CLEAN Tooth Never Decays" is an old slogan that has done great harm in preventive dentistry, said Dr. William R. Davis, director of the Bureau of Mouth Hygiene, Michigan Department of Health, speaking before a joint session of the American Child Health Association and the American Public Health Association at the recent meeting in Chicago.

"This expression is true only for surgical cleanliness," Doctor Davis declared, "and surgical cleanliness is impossible so far as we know in the mouth of a live person and not very important in a dead one.

"Many teeth that are brushed decay and many teeth that never saw a toothbrush never decay. No dentist on earth can make badly broken down and aching teeth as good as new. Why broadcast such teaching? Educational material that is not true or is out of focus should not be used no matter how attractive.

"We have led many school boards and teachers to believe that toothbrush drills

and cleaning teeth are the whole thing in a dental health program. Use of the toothbrush is a good habit, like taking a bath or washing the face. In certain cases it will help prevent decay. Twice a day, before going to bed and after breakfast is a reasonable frequency to teach. Why teach five times, which is unreasonable? Why teach using gauze on the finger and boric or salt solution daily to wash the mouth of an infant which is correctly fed and in good health, when clinical experience shows that it does more harm than good?

"The two greatest factors in mouth hygiene are diet and early dental attention. It has been proven quite conclusively that wrong diet promotes decay and correct diet retards decay. If we could have early attention to small defects and correct diet, I believe we could almost wipe tooth troubles off the map even if another toothbrush was never manufactured. This may be rank heresy, but I believe research and clinical evidence are proving it."







period of growth during which character is being organized and fixed for the rest of life; therefore these basic civilization virtues must be "educated" in college. Merely teaching a subject in college can not be adequate educational service for the professor. All these 15 virtues must be educated in college or the college education is not complete. As a fact, only a few of these virtues are strengthened in the cultural college experience. Education of executive ability is very weak—the student slides down a chute, for the most part, with no necessity for serious executive work on his studies, his living arrangements, or his amusements.

#### *Self-Character Education*

In elementary schools it will be necessary to avoid overemphasis on faults; therefore the teachers will need to avoid publicity for character graphs. A school character-record card has been prepared as part of the "five-point plan," but it is for personal use by the teachers. It can be used in high schools and colleges for character records.

In junior and senior high schools, however, the character-education work must succeed in establishing a personal purpose to mature character, and therefore these basic civilization virtues have been worked into a self-character education card for use in the home-room work and in personal discipline. Pupils are to make out a series of character graphs and fulfill a program for overcoming weaknesses, after the manner of Benjamin Franklin. The objective is a high character on the verified civilization virtues, in which every citizen ought to be strong.

Samples of these character graph cards can be obtained from the Character Education Institution, Chevy Chase, Washington, D. C. There is no copyright, and local printing is expected.



#### *Church Residential Schools for Canadian Indians*

Indian boys and girls in Canada to the number of 14,782 are enrolled in the 344 Indian Schools maintained by the Department of Indian Affairs. Of these, 254 are day schools, with an enrollment of 8,242; and 74 are residential schools, with an enrollment of 6,327 pupils. The 16 "combined" schools, located in sections too sparsely settled to support separate schools for whites and Indians, are attended by 213 white and Indian children. The residential schools are under church management with close supervision by the department. In these schools State funds are supplemented, whenever necessary, by contributions from the churches.

## *Preschool Demonstration Service in East Harlem*

THAT work for preschool children should begin with or before the birth of the child and be continued until all parents are sufficiently intelligent to recognize deviations from a desirable standard of health and are in a position to get the help they need for their children as soon as that need is present was the contention of Miss Mabelle S. Welsh, associate director of the East Harlem Nursing and Health Service, New York City, who spoke in Chicago in October at a joint session of the American Child Health Association and the American Public Health Association.

Miss Welsh described the 5-year program of the East Harlem Nursing and Health Service which has reached 4,464 children, between the ages of 2 and 6 years, and 3,225 infants.

"No other organized service existed in the district, although certain children were reached in connection with health and social services rendered by family welfare agencies and the municipal health department," Miss Welsh said. "The people of the district are mainly of Italian origin or descent and the majority are in the lower income group of unskilled laborers. Very little health supervision is given by the

private physicians of the neighborhood since the people themselves are slow to call in medical aid except for acute illness. The preschool demonstration service recognized that the starting point in the health care of the child must be the education of the parents in the home. The home service was not rendered as a follow-up service from a medical clinic but as a fundamental educational service which used the medical conference service as a tool in the health care of the individual child.

"The most common physical defects noted by the medical examiners were poor posture, decayed teeth, malnutrition, and diseased tonsils. In these four groups fall 94 per cent of all defects noted, exclusive of those that are temporary in character and others that are uncorrectible.

"Pneumonia presented the most outstanding sickness problem, with the highest percentage of all cases, 24.6 per cent, and the highest percentage of all deaths among nursed cases, 52 per cent. Measles ranked second in frequency, with 20 per cent of all cases. Communicable disease looms up as a problem in the second half of the first year of life when deaths from this cause were doubled."

## *Examine Preschool Children Twice Every Year*

AS A RESULT of a complete program of preschool health work organized in Fargo, N. Dak., in 1923, 63 per cent of the children who entered school last year had been reached by the health department, according to Dr. B. K. Kilbourne, Fargo's city health officer, who spoke in Chicago before a joint session of the American Child Health Association and the American Public Health Association.

"Many of those children first seen in 1923 were infants at that time and were reached through the routine service to that group and have been carried continuously since," Doctor Kilbourne said.

"The goals of preschool health service may be summed up as follows: Every preschool child should have a physical examination regularly every six months or as often as his doctor advises. We emphasize the family physician here as he should increasingly assume this responsibility. The child should be immunized against diphtheria and vaccinated

against smallpox if this was not done in infancy. He, with his family, should be instructed in the essential health habits, so that he sleeps and rests regularly, eats heartily, and welcomes the wholesome outdoor play and companionship of other children. He should have early and prompt attention during illness. His environment should be controlled to prevent harmful influence affecting his development. He should have regular dental examination.

"In an attempt to accomplish these goals, the private physician and the private dentist informally, and the health department and school board must formally cooperate. Such a plan in operation supplementing private practice makes available every essential health service to preschool children, and an educational program designed to stimulate parents to avail themselves of these opportunities. We believe that with the proper use of the facilities available in most small cities much can be done to approximate this goal."



# Study of Home Management Applied to a Typical Family

*Problems of the Household as They Appear to a Class of High-School Girls.  
Practical Solutions Reached by Investigation of Actual Conditions. Home  
Experiences Figure Prominently in the Discussions*

By MILDRED NYE

Senior Student

Under the Direction of FLORENCE E. BLAZIER  
Head of Home Economics Education, Oregon State College

A VERY REAL imaginary family was adopted by a class of senior girls in the Corvallis High School to give them a practical basis of study for their course in household management. This course included the study of family relationships, house planning and furnishing, budgeting the family income with plans for keeping down needless expense, scientific management of time, money, and labor, selection of food and clothing, and a summary of savings, their purposes and types.

## *Imaginary Family of Moderate Means*

The Kenyon family, for such was the chosen name, included the father and mother who were 40 years old, and 17-year old twins, Robert Louis and Beverly Jean, both seniors in high school. The Kenyons had recently moved to Corvallis so that Mr. Kenyon could accept a position as manager of one of the local department stores with a salary of \$2,400 a year.

Class work started with a study of the home and the family relationships, factors that make a home successful, and arguments for and against large families. The discussion of incomes was centered around the amount to which the girls were most familiar—with what this income would buy. Lists of occupations and incomes for Corvallis were brought in and analyzed by the class.

## *Individual House Preferred to Apartment*

The distinction between house and home was clearly brought out by the class in its discussion of shelter needs and standards for the average family. After listing the advantages and disadvantages of living in an apartment or a house in Corvallis, the class unanimously voted for the Kenyons to live in a house. It was decided that it would be better for Mr. Kenyon to rent rather than to buy until he was sure that he was permanently

located. A local real estate man talked to the class about rent from the standpoints of the owner and the renter, and how to figure rent on a value basis. He then took the class to visit several houses for rent in the town. These were studied and discussed in class and it was decided that none was quite suited to the needs of this family. However, they finally decided on one renting for \$35 per month with a double garage, one side of which was rented for \$3.50. As this house contained four bedrooms, the question came up of renting one of these, but the girls thought that the value of privacy of the family would outweigh the pecuniary help of the rent of this one room. While the kitchen in this house was far from ideal, an imaginary talk with the landlord resulted in his fixing this room more to their liking. This also gave an opening for studying room arrangement and routing, as a result of which the girls made routing plans for the kitchen before and after remodeling.

## *Heating is an Important Item*

Operating expenses, which were to take 12 to 15 per cent of the net income, were divided into essential and accessory, each of which was taken up separately. Essentials included heat, light, and water. Under heat, the girls studied various methods of heating houses, such as stoves and furnaces—hot air, steam, and hot water—with the advantages and disadvantages of each and the various kinds of fuel used. With this as a basis, they estimated the cost of heating the house for



The affairs of the Kenyons were discussed at the home management house of Oregon Agricultural College



the Kenyons. It was found that this operating cost would be rather high, as it was a large house and was heated by stoves. Methods by which the family might cooperate to control the fuel costs were brought out in discussion. Especial emphasis was given to the importance of good ventilation in reducing fuel costs.

Practical housekeeping aids were included in the study of light. The class learned to read an electricity meter and to figure the cost from this. The wiring of a house, study of circuits, how to fix blown-out fuses, and how to choose the right size bulbs were included. Under study of water, the girls discussed plumbing and how to shut off the water circuit in the basement.

#### *Modern Equipment Saves Servant Hire*

Accessory expenses included telephone and cleaning. The cost of cleaning and equipment for the different standards of house cleaning were brought out especially by those girls who had a great deal of experience in keeping house. It was decided that Mrs. Kenyon could do all her own cleaning with the assistance of her daughter and modern equipment, such as a vacuum cleaner and electric washer.

The study of scientific management included time and motion schedules and labor-saving kitchens and devices. The

girls made a schedule for one week for Mrs. Kenyon as well as a time and motion study of some activity they carried on at home. Although most of the girls were not in favor of schedules, they were very interested in discussing their own home experiences with these. A time and motion study of setting a table was tried by each one successfully, which helped to show them the real value of this plan.

#### *Arrangement of Kitchen for Convenience*

After discussing kitchen plans, charts, and ways of remodeling kitchens to make them more convenient, the class visited a home-management house owned by and operated in connection with the Oregon State Agricultural College to inspect the kitchen arrangement there. With this as a guide, the girls planned to remodel the kitchen of the Kenyon's home, paying particular attention to such points as correct height of working surfaces, routing, lighting, ventilation, wall covering, colors, table tops, plumbing, built-in conveniences, and other labor-saving equipment. Suggestions were made by the girls from observations in their own homes as well.

General discussion of foods for the family brought out the point that the percentage varies with the size of the income, but that 15 to 50 per cent is the range. The calorific requirement and

necessities of an adequate diet for this family were presented, together with the costs of breakfast, luncheon, and dinner menus. The division of the food dollar into five spending units—meat, sugars and fats, dairy products, cereals and grain products, vegetables and fruits—afforded an interesting basis of expense. The girls decided to allow 45 cents per day per person for this family, and investigated the costs of foods in each division, compiling a cost sheet from these figures. Previous food-preparation work was given a practical application when the girls planned, prepared, and discussed a typical luncheon, breakfast, and dinner menu for the Kenyon family with the preceding discussion as a basis.

#### *Personal Purchasing Tends to Economy*

Factors influencing the cost of food were brought out in marketing talks. These included package versus bulk buying, the telephone habit in relation to efficient buying, and other points of influence. The girls gave their own reactions and experiences in marketing, and brought out the importance of helping their mothers with marketing as a way to get good experience.

Percentage of income to be spent for clothing and the distribution of this for the members of the family opened the



The dining room of the home management house is an object lesson in convenient arrangement



way for good discussions by members of the class. It was finally decided to give the mother and daughter the same amount, despite the fact that many girls thought that daughter should have far more because "she was younger and would enjoy it more." A working budget was made for Beverly Jean's clothing for a year. A study of ready-made versus home-made clothing, daily care of shoes and clothing, and the importance of planning before shopping rounded out the study of clothing selection.

#### *Insurance is a Means of Saving*

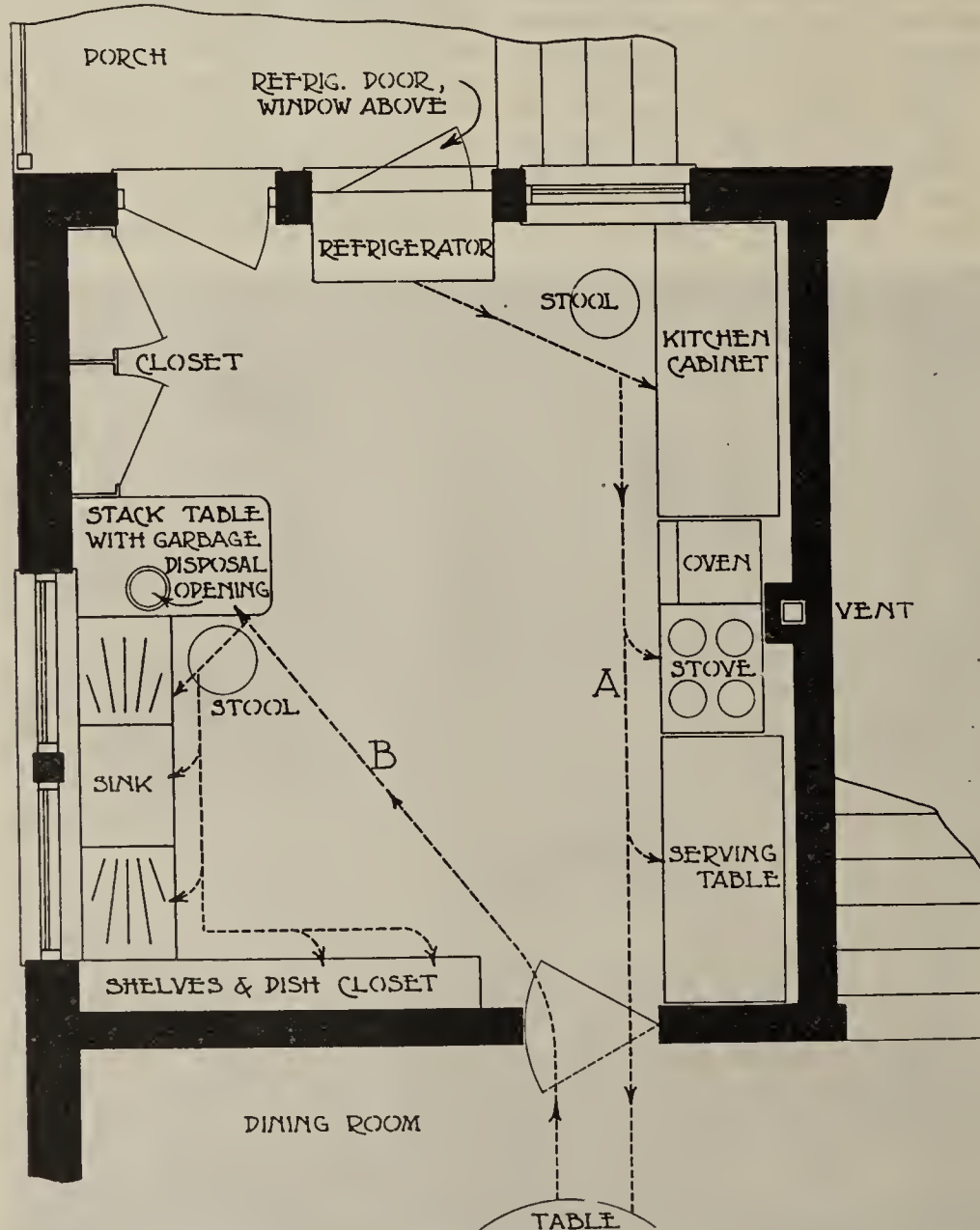
The first thoughtful consideration of the purpose and value of savings was given this subject by perhaps some members of the class. Purposes brought out during the discussion were need for protection, desire for home ownership, education, travel, civic duty, and welfare of the world. Under types of savings the various kinds of life insurance were

explained to the class by an instructor familiar with insurance. Questions to ask before investing and dangers of loaning money without good security were also given consideration.

With this discussion as a basis the class made a yearly budget for the Kenyon family which was compared to that made the first of the term. The final problem was a term paper giving their own account and reactions to this family.

The outstanding value of this course is in the fact that the work was based on the actual circumstances known by the class members.

County libraries in small towns and rural communities in New Jersey cooperate with the schools and at the same time supply good reading matter for the adult population. The first library under this plan was established in Burlington County in 1921, and 6 of the 21 counties of the State now possess such libraries.



A carefully planned kitchen saves time and energy. This plan is from the Extension Service of Montana State College

## Junior Red Cross Provides For Altruism

(Continued from page 45)

knit scarfs for the women at the Old Women's Municipal Home. Domestic science girls made dresses for poor children in different municipalities.

So the list goes on indefinitely. The problem has been to fit the particular ability to the particular need. And the young people themselves are taking an active hand in solving even this problem. To make sure of doing a sound piece of social service, pupils of the Utica and of Syracuse, N. Y., schools carried out their own city survey of public institutions. They wrote different questionnaires for each type of institution and themselves interviewed the superintendents to find out what public-school pupils could do for the residents of each. The work planned thus intelligently has gone forward with encouraging impetus.

These useful and sentimental gifts of young hands, the greetings, and the personal visits that go with them, are received with enthusiasm. But the chief happiness is perhaps to him who gives, as evidenced in the closing paragraph of the report of a pupil secretary who wrote the following news item for the school paper of Public School No. 161, Manhattan:

The Junior Red Cross Club has been working like busy bees this term in order to make other people happy. We decided to help the children in Beth Israel Hospital. Here is what we did:

On Tuesday, April 3, 1928, the president and vice president of the Red Cross Club went to Beth Israel Hospital with a box of goodies and toys for the sick children. They opened the box and distributed the things. There were pin wheels, kites, and Easter boxes filled with Easter eggs, all of which the Junior Red Cross members had made. Our next project was the making of jonquils which we sent to the children to brighten their ward. Twelve of the girls, who could sew nicely, made nightgowns. These and picture scrapbooks, and flower scrapbooks made by the rest of the girls, and an airplane made by the boys, were sent to our little Beth Israel friends.

Don't you think we have had a happy term?

Pupils of schools in many parts of the country, and indeed of the whole world, would shout a joyful "yes" in answer to the question.

An all-India federation of education associations has been organized. It embraces five provincial associations, with others under consideration. Membership, which at present is about 5,000, is open to the entire teaching profession, including university and college instructors, and head masters and assistant masters in all classes of schools. The organization was effected in large part through the influence of the World Federation of Education Associations. Headquarters are at Cawnpore, and meetings are held annually.



# Means of Establishing Good Study Habits in High-School Pupils

*Learning is Acquired Only Through Individual Effort. Teacher's Principal Function is to Inculcate in Pupil the Desire to Learn. Attention Must be Focalized Upon Desirable Outcomes. Considerations to be Impressed Upon Students to Induce Them to Want to Study. Assignment of Lessons Must be Skillful and Comprehensive. Parents Should Provide Suitable Surroundings at Home*

By H. H. VAN COTT

*Supervisor of Junior High Schools, New York State Department of Education*

THERE IS no royal road to learning. There never has been such a road and there never will be. Learning is not a process of being filled with facts; it is an individual matter dependent upon the initiative of the learner; it is acquired only through effort.

"The chief purpose of the high-school teacher is to induce in the pupil a desire to learn. Education can not progress when effort is limited to the teacher while the pupil is passive or merely receptive; it can be achieved for one's self only by aggressive effort." It was thus expressed by Brubaker in the March number of New York State Education.

To achieve an education a pupil must learn to apply his mind to the acquiring of knowledge in such a way that his habitual responses to the situations that confront him will be resultful and worth while. Such an achievement requires a good technique for study. The adolescent period is an opportune time to emphasize the means of acquiring a good study technique, for at that time pupils are eager to become self-directive.

*Good study habits may be established in high-school pupils to the extent (a) that the pupils themselves want to study efficiently, (b) that they are taught general and specific habits of study, and to the extent (c) that they practice the appropriate acts of study with and without supervision.*

## *Provide Proper Setting for Home Study*

To establish good study habits is the task of the school, working in cooperation with the parents, who may do much in setting a proper home stage upon which the performance of the acts of study may take place with as little annoyance to mind and body as possible.

The relation of habit to efficiency is great. Bagley says that habit is nine-tenths of life. Drill, repetition, and discipline are the important words in the pedagogy of habit; processes that are to be made habitual or automatic must first be focalized.

Too little attention has been given to this task; it is a paramount issue in educa-

tion. Too much attention has been devoted in attempting to develop pupils into encyclopedias of learned facts without developing powers for accomplishment by the use of such facts.

In a university class a professor who was teaching a course in psychology and character gave as a question for consideration the following: Do we as humans ever do what we do not want to do? At first thought one might say, "Yes, of course we do"; but after further thought and reflection the answer would probably be, "No; we do those things that we want to do."

It is safe to say that high-school pupils will study when they want to study, and until they are in an attitude of mind for study any valuable study habits can not be acquired. If on the other hand they are eager to study, their habits in study will be easily acquired, to the extent that the acts of study are practiced with success.

## *Study Habits Acquired Through Practice*

A habit of study can not be taught, but the advantage of a consistent study procedure which involves the periodic practicing of the acts of study under favorable surroundings and by the best methods can be taught, and those pupils who want to profit thereby can acquire good study habits.

In order to want to do certain things more than others the advantages which will accrue from doing them must be considered and sentiments concerning such outcomes formed. The attention must be focalized upon the desirable outcomes. The question then which challenges attention first is: What advantage occurring from good study habits can be shown to secondary school pupils so that they will want to study?

1. *School success.*—Every pupil likes to succeed, and failure results in annoyance. Successful secondary-school pupils will be more apt to continue succeeding than to fail. The school pupil who learns how to study well when he studies, how to make the most out of his study time, how to take concise and accurate notes, how to read well, think logically, form judg-

ments, and make applications will succeed in school, will improve continually, and will enjoy that satisfaction which comes from progress.

2. Good study habits developed in youth carry over into college and into life. Education does not stop with the award of the diploma. In order to succeed people must study continually; study their jobs, the signs of the times and their associates, and seek opportunities for service.

## *Successful Men Are Good Students*

"Not long ago Miss Rhea Whitehead was a 14-year-old girl in school busily studying shorthand. To-day she is a judge on the bench in Seattle." Why? She acquired the habit of study in her youth and she kept at it until she obtained her goal. The successes of Edison, Burbank, Lincoln, Wanamaker, and a host of other men are due to study.

3. *Good school ratings.*—No one can progress from one school to another without depending upon what others say about him. Colleges want the secondary-school graduates who have excelled in scholarship; the better college fraternities and sororities want members who can succeed scholastically; the prospective employer wants young employees with records of having made good in school. To obtain good school ratings one of the chief requisites is a willingness to study and to expend a great deal of effort in study.

Freshmen at Yale are confronted with these rules: "No freshman will be recommended for admission to the sophomore class with any entrance conditions; freshmen admitted on trial are under disqualification; a student below 70 in any regular course is warned in that course; if after a warning his percentages are below 60 per cent in any two courses he may be dropped." Good study habits are essential to the attainment of good scholarship.

4. *Scholarship pays.*—He who wins a scholarship is often entitled to membership in the National Honor Society. It is a distinguished honor to belong to a great organization of more than 15,000 boys and girls who have won honors in



their respective high schools. The pin of the National Honor Society is a badge of honor which helps to secure college admission privileges.

#### *No Academic Distinction Without Study*

Every day in high school is worth \$9, according to statistics based upon the earning power of the high-school graduate as compared with that of the elementary-school graduate. No professional school, college, or normal school can be entered without the high-school diploma. He who succeeds in scholarship often wins honors at commencement time in the form of money prizes or merit badges. He who fails can not graduate, may not repeat his courses more than once without extra expense and loss of time, nor participate in the extra-curricular activities of his school. He who excels may receive extra school credit for his excellence and may be promoted without the final examinations at the end of the semester. None of these rewards can come without study, but all the penalties and humiliation and discouragement do come without the asking.

All such information will help to put the pupil into an attitude of mind which will cause him to want to study. This is a first and most important attainment, for serious acts of study will not be performed for the development of study habits until the mind of the pupil is set for study and he desires to keep up with his schoolmates and to excel if possible.

Our next important question is: How shall pupils be stimulated to develop good study habits?

#### *Lesson Assignments Must Be Comprehensive*

1. The assignment of lessons must be comprehensive. The day has passed for assigning lessons in the old way by saying, "take so many pages" or "from paragraph 400-425" or "Chapter II" or "Lesson X" or "the examples on interest." Progressive school teachers are using more class time than ever before explaining lesson assignments, in giving suggestions for the easy mastery of lessons, in calling attention to and giving hints concerning the solving of hard problems, in cooperating with other teachers so that expected home study shall not be burdensome, in fitting their assignment to the aptitudes of individual pupils, in telling of suitable reference material, in warning pupils of difficulties which may arise, and in giving directions concerning the best procedure for learning about the assigned topics. If pupils know how to approach the solving of their problems the chances are they will solve them more readily.

2. Time must be used for the supervision of study in the classroom under the direction of the class teacher. Ac-

cording to Burton (in *The Supervision and Improvement of Instruction*) the following general class of problems are likely to arise within a study group for solution by the teacher:

(a) Lack of interest where there is no desire to work.

(b) Lack of a clear understanding of the task to be done.

(c) Lack of knowledge of sources of information for the solutions sought.

(d) Lack of ability to select from their reading pertinent facts.

(e) Lack of ability to organize facts after they are gleaned from various sources of information.

(f) Difficulties with the tasks of making analysis and generalized statements.

Because of problems such as these supervised study under the direction of the subject teacher is necessary.

#### *Rules for Study for Every Student*

3. Good procedure in the study of each subject must be emphasized by each subject teacher, and general rules for study should be emphasized by the principal before his school to avoid too much repetition. The general conditions which should obtain in the homes for the quiet, undisturbed study of pupils should be transmitted to the parents and a copy of rules for study which each pupil should follow should be given to each pupil to post in his room by his study desk or table.

4. The home should cooperate in establishing good study habits. Class teachers can give directions for studying their subjects efficiently and can see that pupils follow the directions in the school study periods, principals can aid in directing, but for that home study which teaches pupils to become self-directive in their work parents can do much to see that conditions conducive to study surround their children when a regularly appointed home-study period arrives. (Gibson, Charles S. *Home Study Pamphlet*. Theodore Roosevelt Junior High School, Syracuse, N. Y.)

#### *Attitudes Play Mighty Part in Conduct*

5. The teacher's attitude toward pupil effort must be such as to encourage—never to discourage; to enthuse—never to belittle; to be fair—never to take advantage; to be patient and kind—never to be sarcastic or cross; to praise—never to blame.

The attitude of the teacher toward study and the pupils' efforts will be reflected in the results which the pupils accomplish and in their attitudes toward work. Attitudes play a mighty part in conduct; emotional reactions are potent in building up attitudes—"emotion ranks as one of the most critical and prominent features of adolescent mentality." (Pech-

stein and McGregor. *Psychology of Adolescence*. Houghton, Mifflin Co., Ch. VIII.)

Therefore when a pupil fails to come up to the set standard, if the attitude of the teacher is "well, John, you can't always win, you know; next time I know you will do better, for I know it's in you," John will be determined to better his previous attempt and will want to give that teacher his best efforts.

Pupils will work, will fail, will succeed, will try again and again if they feel that their teachers are fair. Every teacher should explain his marking system, should never spring tests, should be willing to explain marks after they are given, should always return papers with corrections, should allow questions on markings, and should be pleasant always, for pupils are entitled to all the information they seek or which will help them to understand.

A cross, sarcastic teacher will never get much worth-while study from pupils, because it will be done with fear; study that is done through fear of a teacher's sarcastic tongue and cross look never benefits any pupil but creates hate for the teacher and the subject. "Feelings of guilt and inferiority weaken the powers to study." (Van Waters, Mirian. *Youth in Conflict*. Ch. III.)

#### *Know Study Habits of Each Pupil*

6. Teachers should study the study habits of their pupils and give suggestions for efficient study. Pupils who study have some study habits, be they good or bad. To ascertain what they are, to determine whether they are good or bad, and to encourage pupils to substitute the good for the bad are important tasks of the teacher of each subject.

What are some good study habits?

A regular time, an appointed place, a suitable setting, a desire to study, a general plan of procedure, and a specific plan for studying each lesson. An achievement which satisfies, even though partially, must follow or similar acts of study will not be repeated, no matter how good they may have been. If satisfaction comes, then pupils are conscious of an achievement; they will gain confidence in themselves and will desire to achieve again. By repeating their efforts the power of self-direction in study will develop. "This power of achievement in school will be developed in so far as the student can read seriously in search for ideas, can think about them to get their meaning, and can use them in solving problems." (Lyman, R. L. *The Mind at Work*. Scott Foresman Co. 1924.)

#### *Homogeneous Grouping is Helpful*

7. Pupils should be homogeneously grouped in their classes on the basis of intelligence, achievement, and studious-



ness. There are several tests, such as the Terman, Otis, and National Intelligence tests, which are used to measure intelligence, and many achievement tests, all of which are easily available. Symonds suggests the sigma difference between intelligence and achievement as a measure of studiousness.

Specific study habits for the various subjects are conducive to best results. Instructions in how to study for review lessons as well as lessons in advance should be given. Ability to read with understanding and with ability to extract the salient points, to make comparisons, and to draw conclusions are vital to good habits of study.

#### *Treat Bright and Dull Pupils Differently*

Different techniques in developing good study habits for the bright and dull pupils are necessary. Pupils of low intelligence need more drill, more repetition, more practice material, and more time for the practice of study than the bright.

Training in study habits during the child's elementary and secondary school life is much more important than a statement about how to study.

8. Promotion should be based somewhat upon improvement shown in study habits. It is safe to say that more pupils will form good study habits if provision is made for their systematic training in such habits. The good teacher will endeavor to train all his pupils to pick out salient points; to raise pertinent questions during study; to make mental cross-examinations upon the lessons that are being learned; he will examine his class groups as to the study habits that they have already developed, will call pupils' attention to their worth-while habits for study and their weaknesses in study, will emphasize the advantages of studious habits, will make the values and results of good study habits apparent, and will provide means by which pupils may note improvements in their own habits.

#### *Regular Hours Aid Assimilation*

9. High-school pupils should have a study program. Definite times for the study of each subject during the week will help to regulate study habits. A smoker is in the right frame of mind after a meal to smoke. He acquires this mind set through smoking at a definite time. A student will acquire, by studying definite subjects at definite times, a desire to study in that way. Subjects studied at irregular times will not be assimilated so easily. A study program will not only help to create desires for study at specific times but will also result in an effort to accomplish set tasks in given amounts of time, and this is valuable training for acquiring speed in study. Within a given range this is highly desirable.

10. The class procedure must be conducive to the practice of thinking. Class conferences should be rich in thought questions, should give definite reference material, should call for answers to questions at later sessions after time for thought has been granted, should ask for questions from pupils, should ask for summaries of lessons learned, should ask for outlines of reading with definite emphasis on conclusions drawn, should ask for descriptions of procedure in study, should use true false questions for frequent class tests, should stress reasons for best procedure in study, etc., should criticize and consider methods for studying specific subjects in order to secure thorough work and in a reasonable time, should take up lessons as assigned so that pupils will feel certain that definite problems will be considered at a given time, should select interesting reading material, should present all phases of a topic so far as possible, and should ask pupils to evaluate their readings.

#### *Development from Study, Experience, and Reflection*

Why should efforts be made in secondary school to establish good habits of study? By Lyman's definition, "studying is the work that is necessary in the assimilation of ideas, for the accomplishment of valuable purposes." One valuable purpose of life is service to others. Service can not be rendered by virtue of simply knowing a series of facts. Worth-while ideas, attitudes, sentiments, and volition need to be developed. This development comes from study, experience, reflective thinking, and new responses to familiar situations. The school is obligated in its training of boys and girls to take their places in society as efficient units, to teach them how to study in order that they may better serve—which in itself is a valuable purpose of all education.

The ability to study determines the capacity to increase one's education. As George A. Coe says in his book entitled "What Ails Our Youth," "An educated man must be able to study and to think without guidance from others. He must have command of the methods of the mind—a thinker not a mere imitator."

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### **Edinburgh Medical School Popular with Americans**

The Medical School of the University of Edinburgh has had an extraordinary demand for admissions on the part of American students this autumn. The facilities available are limited, and it has been found necessary to deny admission to a large number of Americans. At the date on which all applications for admission were to be handed in about 600 Americans had applied. Since that date approximately 400 additional applications have been received.

One hundred of the students who had submitted applications for admittance in previous years were asked to signify again their desire to enter the school this fall. Most of these replied in the affirmative, and the school has selected 25 applicants from this number who will be admitted—2½ per cent of the total number of applicants.

The authorities report an increasing number of applications from the British Empire and feel, it is said, that they are bound to accommodate these applications before considering those from Americans.

The marked increase in American applications is due to the prevalent opinion that the better medical schools in the United States are crowded to the point where it is impossible for students of ordinary qualifications from the less-known colleges to obtain admission. A secondary reason for the large number of applications at Edinburgh is that in the opinion of the students a foreign degree from an institution such as this has a certain intangible value to the future practitioner.—*Harold D. Finley, American Consul, Edinburgh.*



# New Books in Education

By MARTHA R. McCABE

*Acting Librarian, Bureau of Education*

ARLITT, ADA HART. *Psychology of infancy and early childhood* . . . New York, London, McGraw-Hill book company, inc., 1928. xi, 228 p. tables, diags. 8°. (McGraw-Hill euthenics series, Annie Louise Macleod, consulting editor.)

It is necessary to understand the child by studying his home control, his food habits, his health habits, and his behavior under varying circumstances, in order to prescribe for his education. Especially is this true during the first five years, or the most important years, of a child's life. The purpose of the book is to present the principles of psychology derived from such a study so that they can be used by teachers, parents, and others interested in young children to help in their understanding of the problems that arise and to adapt their training to their individual differences.

CAMPBELL, OLIVE DAME. *The Danish folk school; its influence in the life of Denmark and the North*. With a foreword by Paul Monroe. New York, The Macmillan company, 1928. xvi, 359 p. front., illus., tables, diags., music. 8°.

This study was undertaken by Mrs. Campbell because of her conviction that conditions in the rural sections of our own southern highlands might be improved by adapting to them the principles underlying the Danish schools, to which the high average of rural life in Denmark is attributed. The folk schools (the peasant university, or people's college, or high school) are short-term schools for young adults of the rural section. The author spent a year in Scandinavia in her study of this type of school, the direct expression of her investigation being the John C. Campbell Folk School, at Brasstown, N. C. The object behind this school is to keep an enlightened, progressive, and contented farming population on the land.

DAY, HERBERT E., FUSFIELD, IRVING S. and PINTNER, RUDOLF. *A survey of American schools for the deaf, 1924-1925*. Conducted under the auspices of the National research council. Washington, D. C., National research council, 1928. v. 296 p. tables (part. fold.) diags. 8°.

This survey was undertaken by the National Research Council with the financial support of the Laura Spelman Rockefeller memorial. The investigators who visited the schools and reported on them were representative educators of the deaf, and representative men of science; and the information collected dealt with school plants, financial support and administration, teachers, their training and salaries, pupils, curriculum, occupations of the graduates, etc. Forty-two institutions were visited, residential and day schools, city and suburban. The investigation did not include all schools for the deaf, but a selected list that typified the different practices followed. The purpose of the survey was to be able to formulate standards for the general betterment of the schools. It was carried on under the auspices of the National Research Council, as stated by Doctor Kellogg in his foreword to the volume, "because of the possibility offered by it for

defining important scientific problems of research relating to deafness which might become the objectives of later investigation."

DEAM, THOMAS M. and BEAR, OLIVE M. *Socializing the pupil through extracurricular activities*. Chicago, New York [etc.] Benj. H. Sanborn & Co., 1928. xii, 324 p. 12°.

The authors have aimed to present facts and suggestions dealing with activities outside of the curriculum of the secondary school, and to show how such activities may be useful for future citizenship. Doctor Reavis, in his introduction, states that principals and teachers in secondary schools will find in it a new challenge to administer such activities so that definite educational values will be provided the students. The problems of student self-government, honor societies, and honor students, social activities (including fraternities and sororities), student codes, ethical and moral, and other pertinent questions are handled. Bibliographies and illustrative material are given in the appendixes.

FONTAINE, E. CLARKE. *Ways to better teaching in the secondary school*. Boston, New York [etc.] Ginn and company, 1928. xi, 271 p. diags. 8°.

The author presents the problems of the classroom not only from the attitude of the teacher but also from that of the pupil, with the main purpose of putting method in its proper place and building a successful technique of teaching. Considerable space is given to discussing various points in connection with the assignment of lessons, and to the methods of the recitation in certain subjects of the secondary school curriculum. The main thesis of the book is to formulate teaching methods and adapt teaching procedure to the way pupils study and learn. References to additional material for reading are given at the chapter ends.

GALLOWAY, THOMAS WALTON. *Parent-hood and the character training of children*. New York, Cincinnati, The Methodist book concern, 1927. 224 p. 12°. (Study courses for parents, Henry H. Meyer, editor.)

This book presents a series of lessons for church-school classes composed of members who plan to prepare themselves to care for and protect their children, physically and morally. It is also intended as a course in child psychology and training. A bibliography is given on character training.

GIST, ARTHUR S. *The administration of an elementary school*. New York, Chicago [etc.] Charles Scribner's sons, 1928. xi, 308 p. tables, diags. 12°.

The author, who is the editor of the last five yearbooks of the department of superintendence, and was himself an elementary school principal in California, has had practical experience in the matters of which he writes. This book is a companion book to a previous volume, *Elementary School Supervision*. The importance of the administrative duties of the principalship are emphasized as basic to efficiency in the professional studies and supervisory work of the principal. Newer tendencies, activities, and methods of administration are

dealt with in the organization of the work of the office, the work with teachers, pupils, parents, and community. It is intended to be of use to the principal in service, and to teachers' colleges in their courses for the training of school principals.

PIERCE, ANNA ELOISE. *Deans and advisers of women and girls*. With an introduction by Frank Pierrepont Graves. New York, Professional and technical press, 1928. xvi, 636 p., illus., tables, diags., plans (part. fold.). 8°.

This book is intended not only for the use of deans of women and girls but also for heads of girls' schools, social directors, school physicians and nurses, vocational and personnel counselors, and all types of workers and leaders among girls and women. Doctor Graves, in his introduction, sums up the qualifications needed for the deanship of women by saying: "The office seems at times to require almost a superhuman combination of qualities, and probably no other post—not even the presidency—is more difficult to fill." The author, Dean Pierce, has treated in detail the abilities, qualifications, activities, and responsibilities of the position in high schools, colleges, and all types of schools. The problems of housing, recreations, and activities of women students are dealt with, the changes taking place in chaperonage due to the increasing independence of women, the work of testing and measuring, with tables of specific tests used, the institutions using them, etc., are presented at length.

VAN SICKLE, LOUISE PATTERSON, ed. *Physical education activities for high-school girls*. By the staff of the department of physical education, University of Michigan. Philadelphia, Lea & Febiger, 1928. xii, 322 p. illus., diags., tables. 8°.

The materials for this book were furnished by a group of women who form the staff of the department of physical education for women at the University of Michigan, the selections being made according to the experience and choice of the staff. It is designed to furnish information concerning the activities best adapted for individual growth and development, but does not outline a course of study. It introduces material relating to gymnastics, games, tournaments, meets, swimming, tennis, "restricted activities," etc. A feature is the chapter devoted to the activities for certain special days and weeks. Louise Patterson Van Sickle, the editor, contributes a chapter on "The art of training for leadership."

WAYMAN, AGNES R. *Education through physical education: its organization and administration for girls and women*. 2d ed. Philadelphia, Lea & Febiger, 1928. 378 p. charts, diags. 8°.

The author was induced to present this study because the interest of women and girls in their own physical training has increased so rapidly of late, and because teachers and leaders need training and skill in technique and methods of handling the subject. Added to this is the fact that little has been published from the women's point of view that deals with the organization and administration of physical education for women in general, its standards, ideals, principles, methods, and systems. The purpose of the book is the training of leaders, and it has been so handled as to furnish material suitable for public schools and colleges, and also for private schools, playgrounds, camps, girl scouts, camp counselors, etc. The appendix contains lists of books, periodicals, educational films, and other materials, as well as a list of schools for professional training, etc.



## THE JUNIOR COLLEGE

*is here to stay*



IN the democratic principle that all must have equal educational opportunities the higher educational institutions must be placed within easy reach of all. Expensively equipped universities can not be located in every community, but the first two years of college work can be provided in local centers for 200 junior-college students more economically than for the same number in a single great university. It is much cheaper for the individual students to remain at home, even if they have to pay a hundred dollars a year tuition, than to go away from home. \* \* \*

There is no doubt that the junior college is here to stay. It has passed the experimental stage. In California about as many students are taking their first two years of work in the local junior colleges as in the State University, Stanford, and the University of Southern California. A careful analysis shows that the junior-college students who later attend the higher institutions do as well in their university work as those trained during the first two years at the universities. \* \* \*

In order to have standing and make an appeal the junior colleges must do such a high type of work that they may be accredited by the higher State institutions. The day is passed when the unstandardized institutions not officially recognized can survive. One might possess a piece of pure gold but everybody would be suspicious of it if offered as money unless it bore the Government stamp. So it is with educational institutions. They must be officially stamped by some authorized standardizing and accrediting agency.

The foundation curriculum should be approved by the State university and the credits should be accepted at par by the university and other higher educational institutions. In a newly established junior college or one that has not to exceed 200 students practically no work should be offered for accreditation outside of the general liberal arts or science curricula.

—Frederick E. Bolton, in *Western Education*.



## FIRST ESSENTIAL TO MORAL GROWTH

*is freedom to go wrong*



IN nothing is wisdom more concerned than in the development of character. It is sometimes said that the great aim and objective of college training is character, that learning and all else are merely ancillary to this. Now there is a sense in which this is true; indeed is a truism. But, unless its meaning is carefully scrutinized, it tends to obscure the real facts and to lead to a rather distorted view of the situation. Character is not formed in a vacuum, nor can it be won by direct attack. It is a product, a by-product, if you will, of the manner in which daily life is lived and into it enters every influence which one encounters on the way.

Men come to college with characters, for the most part, still fluid, and it is of the utmost consequence that they shall be so circumstanced as to have every opportunity and incentive to develop fine, strong, stable personalities. Though the intellectual fabric of the mind doubtless derives most from one's own hard work and from the influence of teachers, character is prone particularly to reflect the tone of one's daily associates. If they be men of simple, sane, and wholesome life, one is readily swept into compliance with their ways and enabled easily to see and feel the values which inhere in such living. If, on the other hand, they are men coarse in thought and vulgar in speech, one's own power to appreciate fineness and purity is quickly bruised and soiled.

Without exception, every relationship in college life offers an opportunity for moral development—the classrooms, the clubs, the playing fields, turn where you will. The first condition essential to real growth is freedom to go wrong. The man who is kept straight simply because he has no chance to go astray is not necessarily gaining moral strength thereby. If he is to be a reliable individual, he must ultimately learn to stand on his own feet, and this he can only do by facing temptation and mastering it.

—James Rowland Angell.



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COLLEGE GIRLS UTILIZE THEIR HOME-ECONOMICS TRAINING IN PREPARING A CHRISTMAS SURPRISE FOR A NEEDY FAMILY

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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue through this volume at least. Miss Emeline S. Whitcomb, specialist in home economics of the Bureau of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. Laura Underhill Kohn and Mrs. S. M. N. Marrs, the achievements of the National Congress of Parents and Teachers are to be set forth in an important series which began in a previous number and are represented in this issue by the contribution of Mrs. Reeve. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. Some of them have already been published, as the editorial on page 70 describes. Others are expected from: Sarah B. Askew, librarian, New Jersey Public Library Commission; Bertine Weston, Public Library of Fort Wayne and Allen County, Ind.; Lillian W. Barkdoll, school and reference librarian, Washington County Free Library, Hagerstown, Md.; Margaret E. Wright, in charge of county department, Cleveland Public Library; Charlotte Templeton, librarian, Greenville Public Library, Greenville, S. C. These papers and others upon this subject will be in future numbers. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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No. 4

## Efforts in Behalf of Preschool Children Directed Largely To Parents

*Founder of National Congress of Parents and Teachers Sought to Arouse Parents to Importance of Right Training for Young Children. Present Movement a Reversion to Fundamental Undertakings. Parent-Teacher Organization no Longer a Mere Auxiliary to the Schools but a Great School for Adult Education. Excellent Results from "Summer Round-Up" for Removing Remediable Defects before Beginning School*

By MARGARETTA WILLIS REEVE

*Fourth Vice President, National Congress of Parents and Teachers*

IN SCHOOL LIFE for November the general outline of parental education as it falls within the program of the National Congress of Parents and Teachers has been given. This month we go back to the beginning and consider that program in detail as it relates to the preschool child.

Although the wide extension of the parent-teacher movement throughout the school system has tended to center the attention of a majority of its members around the child of school age, the problems met in the surveys made by well-organized associations have forced thinking parents to turn to the preschool years for their solution and to consider what may be done in them to prevent the occurrence of the difficulties which now confront them through the grade and high school years, when the qualities developed in the home must meet the searching test of public opinion as represented by the school-room and the playground.

### *First Emphasis Upon Preschool Education*

As the purpose of the founder of the National Congress, Mrs. Theodore Birney, was to arouse parents to a consciousness of the importance of the right training of the little human plant, her first emphasis was laid upon preschool education in the home and the fitting of fathers and mothers to meet their responsibilities; but her clear vision saw that the day would come when the teachers must share as partners in the cultivation of the whole child.

Preschool education, then, begins with the parents. Dr. Douglas A. Thom has wisely said: "The child is a symptom of

his environment," and never was definition more profoundly true. All too often they are symptoms of unfavorable conditions. Under the name of parental education the country to-day is being flooded with good advice as to the bringing up of children, mentally, morally, and physically. Men and women flock by thousands to hear wise counsel and to be told of the latest discoveries in hygiene and psychology; but in absorbing information on correct feeding, the inculcation of good habits, the correct treatment for lying, stealing, or tantrums, their gaze is turned from cause to effect, and little or

no attention is paid to the education of the parents themselves. They may set such patterns of honesty, truthfulness, and good social relationships that the problems will be solved at the source and will not be reproduced by the children, who are observing and copying all that passes before their keen young eyes. The first requirement, then, for preschool education is parental efficiency.

The preschool child is educated in the home. In the six years before school age his physical equipment, his mental attitudes, and his social adjustments are so firmly set that all the later years can only



An examination in the summer round-up at Grand Rapids



modify them. In this period the responsibility for the growing child rests upon the parents alone—except where it may be shared in some degree by the kindergarten, or much more rarely by the nursery school, now in the early stages of its development in this country. During this time the child is made healthy or ailing, fretful or cheerful, friendly or sus-

stand by "mental hygiene," and how soon should it be applied? What is the proper diet for a child of 3? Of 9? Of 12 to 14? How much sleep and exercise are required at these ages? How are undesirable habits formed and how may they be broken? What should you do if your child lies? Steals? Has temper tantrums? Refuses to eat? Refuses to

the curriculum—and the programs prepared have not been adapted to that vast number of American parents who left school at the completion of the eighth grade or high school and are consequently not familiar with even the terminology which has been developed for this new science.

When the preschool children among whom its work began attained school age, and the national congress inaugurated its cooperative school program, the effects of home mismanagement became evident from a different angle—that of public opinion as represented by teachers and citizens. Almost immediately the new development under the name of the parent-teacher association became tremendously popular, and swept the membership of the organization to the total, in 1928, of 1,279,000 men and women.

#### *No Longer Auxiliary to School System*

As a result of this expansion the field of the association has gradually broadened. It is no longer a mere auxiliary to the school system, employed chiefly in securing material benefits for the school and in promoting friendly relations between parents and teachers, but it is a great school for adult education; and parents are learning that the greatest benefits which they can bestow upon their schools are sympathetic understanding, strong public backing, and a student body mentally and physically equipped to take advantage of what the school has to offer. And teachers are coming to realize the need for community cooperation and active interest, in order that education may have the full and unfailing support of the general public.

In the past 10 years, therefore, the congress has reverted in large measure



Prospect of school does not disturb them; the doctor says they are all right

picious, pessimist or optimist; great lessons, these, and all-important to his future career. But what of his teachers through this fundamental stage? Have his father and mother been trained for their profession?

Far too many parents are such only in a biological sense. The record of school health, the statistics of failure in school progress, and the vast problem of non-attendance fairly shriek the tale of parental inefficiency which spreads its blight over the childhood of our Nation. Tradition, gossip, guesswork, have been the textbooks, and upon them hundreds of thousands of men and women still rely for such guidance in the upbringing of their boys and girls as in emergency they may be driven to seek when maternal instinct has woefully failed to meet their need.

#### *Unprepared for Life's Biggest Job*

This is said with no desire to voice a baseless criticism but in the knowledge that it is true of thousands of fathers and mothers, earnest, eager, loving, but self-confessedly ignorant of and unprepared for their biggest job in life. To establish the truth of this statement it is necessary only to attend any large conference of average parents, listen to their inquiries and put to them some such questions as these: What is the proper physical care for a young baby? What do you under-

obey? The quack remedy usually administered by the parental practitioner is—a spanking.

At present parental education is well carried on by various agencies, but it has been too generally limited to groups of people who have had the advantage of higher education—for even there this important subject has been omitted from



Doctors, mothers, and children after the round-up examination at Mars Hill, N. C.



to one of its fundamental undertakings—the training of parents in the care and development of the preschool child. As the parent-teacher association, serving as a general assembly or forum for the discussion of general conditions, has been supplemented by study circles for parents and teachers of children of grade and high school age, so now the congress is actively promoting the organization of preschool

The preschool association, meeting usually in the school to which the children will ultimately go and from which many of the young mothers have but recently graduated, offers a general program which includes a talk on some important phase of child care or training, and also the opportunity for pleasant social contacts. The information thus received, given by a nurse or by a sympathetic mother of

each preschool association has a committee to care for the small children who would otherwise prevent the mothers from attending the meetings. Kindergartners, community nurses, experienced mothers, senior high-school students of home economics, Girl Scouts and Camp Fire Girls care for and entertain the little people, and the success of the nurseries has led in many instances to the establishment of kindergartens; the value to the children of even these infrequent social contacts, under proper supervision, has been demonstrated. Intelligent provision is made, of course, for open windows, and outdoor games whenever possible, and protection against contagion. Where this arrangement is made in connection with the study circle, meeting weekly, the advantage is correspondingly greater. This activity offers a practical suggestion for home-economics students in connection with their regular courses.

#### *Committee Visits Mothers Otherwise Unreached*

A second feature of the congress preschool association is the visiting mothers committee, through which the message of better parenthood is carried to the otherwise unreached, unorganized mothers who for various reasons can not leave their homes to attend meetings of any kind. "The homes of ignorant parents, left out of the march of progress," says the national preschool chairman, "will send their moral and physical germs into the community." The visiting mothers have a challenging part to play. There are homes with large groups of little children in which neither parent ever reads; there are husbands who do



A hundred per cent class at North School, Spencer, Iowa

associations and of classes or circles for the study of the preschool period. Although many are eager to enroll at once for intensive work, many others, especially among the younger mothers, are not yet aroused to the need for education, or from shyness or some other cause are not ready to enter the smaller groups.

older children, is of elementary but undoubted value, and experience proves that in many cases it leads rapidly to membership in the more valuable and helpful preschool circle.

Two interesting features of the congress preschool organization should be noted here. Under the national plan,



These children of Fort Smith, Ark., are ready for school and want the world to know it



not wish their wives to attend public meetings. But in spite of rebuffs the visiting mother, with tact, patience, and true sympathy, can in time secure an entrance; it may be through help given in illness, or by arranging for the care of the children, so that the mother may be released; or it may be simply by friendliness that overcomes timidity or indifference through the common tie, the love of childhood. Where there is a district nurse, her work is closely related to this activity. Literature in simple language is distributed, and wherever possible the mothers are gradually drawn into the neighborhood or school group.

The crying need of the day is for trained leadership for such associations and circles, a need too extensive at present to be adequately met by such training schools or classes for professional leaders as are now in existence. The congress, therefore, is developing with marked success a corps of volunteer leaders from its members who have had training and experience in teaching, and they are devoting themselves with enthusiasm to this service. Recognizing further that the parent-teacher movement reaches thousands of communities in which even such assistance is not available, the congress offers a carefully planned program for the preschool association, supplying material for the meetings, in the form of simple, practical papers, with questions to promote discussion and bibliographies for reference and further reading. Its official publication, *Child Welfare*, presents suggestions for activities suited to rural and small town groups as well as to those in larger centers.

#### *Regular Courses for Preschool Circles*

The national congress, through its bureau of child development, has also provided for preschool study circles regular courses of study which can be conducted by any intelligent man or woman without special training. These outlines, prepared by a woman of long experience in conducting study groups, are based upon authoritative books suited to the average parent, and they have been approved by the authors of the texts used. The courses consist of analyses, in clear, nontechnical terms, of each chapter, with practical and stimulating questions and with references to those portions of the text in which answers may be found. They carry also suggestions for discussion and references to other books, helpful, but not essential to the course, as well as a list of books and pamphlets in a wide range of prices, for further reading if desired, or as a guide to local libraries. These outlines have the advantage over courses based on independent articles, in that a complete consideration of the subject is possible, and the book may be studied in advance of the lessons. Six

of these outlines are now available, three running in *Child Welfare* and three in convenient leaflet form. Three deal with the preschool child, one with the spiritual training of children of all ages, one with the adolescent boy and girl, and one offers advanced study for groups which have completed an outline last year.

#### *Reading Courses for Isolated Parents*

In order to serve parents living in communities or the open country where even so little organization as that required by the study circle is impossible, the congress, through its committee on home education, has prepared reading courses, offering a list of carefully selected books and pamphlets with helpful comment, which may be studied at home. As several of the outlines mentioned above are based upon books included in these reading courses, they are proving very helpful as guides for parents reading alone. The chairman of this committee is also assistant specialist in home education in the United States Bureau of Education, and her advice and direction are at the service of all who may seek it in this connection.

Detailed directions for the organization and conduct of these various units for preschool education have been printed by the congress and are distributed free to all groups in membership, through the State offices, together with instructions for the accompanying committee work and sources of material for programs. A recently added service is a department in *Child Welfare*, conducted by a woman, a mother, for years a State chairman of preschool circles, whose training in college and as a post-graduate student, and as an official of her State congress renders her exceptionally able to answer questions on the care and training of little children. She not only conducts the monthly section in the magazine, but her personal advice is freely given to individual applicants.

#### *Round-up Enlists Active Interest of Parents*

As an illustration of what may be accomplished for the preschool child by parent-teacher cooperation systematically applied, the health activity of the congress, now widely known as "The Summer Round-up of the Children," may be cited. This is a campaign to send to school in the kindergarten or first grade a class of children 100 per cent free from remediable defects. It enlists the active interest of parents in assuming their proper responsibility for the health of their children, in securing for them a physical examination on or before May 1, in carrying out during the summer the corrective work found necessary, and in holding in the autumn a second inspection or round-up, to ascertain the extent to which the defects have been corrected.

Inaugurated in the late summer of 1925, it aroused a hearty response not only within the congress but from educators, health workers, physicians, and dentists. The results obtained in the 44 States thus far included in the registration have proved beyond question the value of the undertaking, and in each succeeding year it has adapted itself to local conditions, improving its simple system of operation. Health authorities in their campaigns have met with opposition and indifference, and at best a great majority of the homes are beyond the reach of the medical clinic. It was thought that the community spirit engendered in the parent-teacher association by the common relation of all homes to the school, and the absolute democracy of this great social and educational movement, might succeed where State and city had failed of complete success. By urging parents, as members of an organization pledged to cooperation in the work of the health authorities, more rapid progress may be made; if each school district will assure the health of its own pupils, the national health problem of the preschool child will be solved.

#### *Close Cooperation With Health Agencies*

The kindergarten or first grade was selected for this experiment because school entrance marks a turning point in the child's career; a new and great adventure confronts him; and at this point a special appeal may be made with confidence to parents who have hitherto been indifferent. If parents are thus early aroused to the need of preventive and corrective measures to fit a child for school, they are likely to carry their interest into the higher grades—and this view has been abundantly confirmed by the results. Maintaining the closest and most helpful cooperation with the regular health agencies, State, county, or local, the round-up also secures the personal activity of the parents or guardians in doing, or helping to do, that which too frequently has been held to be the business of the health authorities or of the school; it stimulates parent pride and puts parent power to work.

In State or agency health work, as a rule, the most easily reached are those who must look to the free clinic or the dispensary for help; when the children from a wider group are reached, it is through the school, with no direct contact with the home. Moreover, because of the extensive field to be covered by the professional health worker, in only a few instances can their work go beyond a first examination and the recommendations as to care and treatment which should follow. It has rarely been found possible for them to maintain the care over a period of months or to check up results before the opening of



school, so that much of the valuable service rendered goes to waste for lack of time, money, and personnel to follow through to a satisfactory conclusion.

It is this gap which the National Congress of Parents and Teachers is in a position to fill because of its unique position, working in and through the schools, and thus being able to secure action by the people instead of for the people—a course which is essential if the results are to be permanent. Enlistment in the campaign is open only to associations in congress membership, this requirement being made, not through any desire to limit the work of preschool examinations but in order that it may be possible to determine exactly what corrective value may be possessed by this type of organization, operating as it does, on a system differing from that of any other body.

#### *Free Medical Treatment is Opposed*

The congress, in the conduct of the round-up, is absolutely opposed to free medical or dental treatment; all children are referred to the family practitioners for correction of the defects reported; but in cases of financial inability the Red Cross or some other benevolent agency is asked to supply the necessary professional service.

Free medical and dental examination is recommended, for this reason: The summer round-up is a challenge to the parent-teacher association to perform a great service for its school, and the major object is a class 100 per cent free from remediable defects. If the physical examinations involve expense, many whose children seem well, or well enough, will hesitate before spending upon a visit to a doctor the money which would supply many small pleasures or comforts for a whole week; only the children of those rich enough to be able to disregard the cost and the children of the poor who may be gathered into free clinics will benefit.

#### *Free Examination Leads to Treatment*

It has been clearly demonstrated that when the free examinations are held in the school for all children, and parents are made aware of defects in their boys and girls, they no longer hesitate to seek the remedy, but place them at once under professional care. When this arrangement is clearly understood, medical and dental practitioners are rarely unwilling to give their services for the physical examinations. In many instances, it may be said, the parent-teacher association has raised a fund to compensate the doctors for the time given.

The first round-up, held late in the summer of 1925, immediately demonstrated its value and was accorded widespread attention by educators and health authorities. The Elizabeth McCormick Memorial Fund of Chicago, which from the first manifested a keen interest in the

undertaking, volunteered to tabulate some of the returns, and a group of 1,159 reports, correct in all their details as required by the campaign plan, was selected from 11 States, illustrating conditions not in the slums of a great city and not in a "problem" neighborhood but in a cross section of American homes. In this group of children, ranging from the rural school with 9 pupils to the city round-up of almost 400, were found 2,693 defects, an average of 2.4 per child. Among the 1,159 only 33 rated 100 per cent. Vaccination had not been performed for 482; 494 had carious teeth, and 477 had bad tonsils; 335 had adenoids and 232 had gland trouble; 718 were under weight, and only 80 rated over 90 per cent in general condition. Other defects included throat, eyes, ears, feet, posture, skin, lungs, heart, and 18 minor counts were listed. The simplified examination blank which was used was prepared by the education division of the American Medical Association.

#### *Now the Major Health Activity*

These returns from the 102 associations enrolled that year have served as a challenge to the entire organization, which has now made the round-up its major health activity. Its steady growth has brought the total registrations for 1928 up to between 2,500 and 3,000 associations in 44 States and the Territory of Hawaii, with every indication that its extension will eventually be limited only by the membership of the congress.

The United States Bureau of Education and the Children's Bureau have lent most valuable support from the beginning, sending out letters to educators and to heads of State health departments requesting cooperation, and supplying excellent educational literature for distribution to mothers. The American Medical Association has made generous contributions of campaign material, and the National Education Association has given wide publicity through its official journal. The highest appreciation is due to the doctors, dentists, public health and Red Cross nursing services, and to State departments of health, for services freely given, both in the examinations and in the follow-up work throughout the summer.

#### *Permanent Nursing Service Encouraged*

In addition to a steadily rising standard of health for the preschool child, this movement has brought about the establishment of permanent nursing service and of clinics, the extension of the examinations to children between 2 and 6 and up through the grades, and a recognition throughout the National Congress of Parents and Teachers that service to the preschool child is service to education in its best and fullest sense.

## High School Offers Education for Retail-store Service

Retail selling, a two-year course open to third and fourth year girls in Eastern and Western High Schools, Baltimore, Md., is given in cooperation with seven important department stores which serve as laboratories for the course. The girls spend one afternoon a week and every Saturday, as well as the entire week preceding Christmas, as regularly employed workers in the stores to which they are assigned. Names of the practice girls are on the pay rolls of the stores and they do real work as saleswomen. The stores, to some extent, assume responsibility for instruction in their training departments or "on the job." Following each period in the store, oral or written reports are required, which furnish the basis for class discussion and instruction in the responsibility and technique of salesmanship. In addition to the valuable experience gained from their work, the wholesome influence of the high standards of punctuality, personal appearance, honesty, and dependability demanded by the stores is often apparent in the improved appearance and conduct of the girls. An important feature of the cooperative course, in some cases, is that the money thus earned enables the girls to remain in school until graduation.

A somewhat different form of training in service is carried on in several of the large department stores of the city for employed boys and girls, who receive regular instruction by public-school teachers assigned to this special work.



## Campaign for Cleanliness in Mexican Schools

As part of a cleanliness campaign in Mexico launched by the department of rural education, clubs will be organized in rural schools composed of 12 pupils each who have dressed with the greatest care and cleanliness during a trial period of two weeks. Members have the privilege of wearing an insignia of the national colors and are permitted to elect their own officers and future members. The campaign contemplates inspection, by a hygiene committee composed of members of the club, of the school building and yard, furniture, and books, as well as of the pupils. The committee will cooperate with local citizens in sanitary measures for the community and will arrange entertainments to raise funds for the purchase of soap, toothbrushes, etc., for needy pupils. A white banner is awarded to schools showing satisfactory hygienic conditions.



# The Rural School With and Without County Library Service

*California School Districts May Pool Their Library Funds and Maintain County-Wide Circulation Under a Trained Librarian. Cost is Not Increased But Efficiency is Incomparably Greater Under Present Methods*

By MAY DEXTER HENSHALL

*County Library Organizer, California State Library*

WHAT diverse pictures people draw of a school library! Was the school library of your childhood a place to which you turned intuitively for help and pleasure, or was it merely a collection of books, none too well kept and seldom used?

From the beginning of State government, California has made provision for school-district libraries. At first the funds were meager, but they gradually increased until at present it is possible for schools to be amply provided with money for libraries.

According to the annual reports of county school superintendents, in the 60 years from 1851 to 1911, hundreds of thousands of dollars were spent in accumulating books in more than 3,200 school-district libraries in the 58 counties of California. The school libraries in the aggregate outclassed the Library of Congress in numbers. Unfortunately there was no legal provision for circulating the books outside the boundaries of the respective school districts; consequently there was unnecessary duplication of books and an ever-increasing proportion of inactive ones.

It was made possible to correct the adverse conditions after 1911 by the California county free library law passed in that year, and by amendments to the school library law. These laws made it possible for boards of school trustees to pool their school-library funds and to authorize the county librarian to establish a central school library within the county library and to circulate the books to all schools that joined the county library.

## *Pioneer Spirit Favorable to Success*

It was a new idea and school people looked at it askance. However, California is too young a State to be fettered by precedent and there are always persons with the pioneer spirit ready to blaze a new trail. In 1911 one county, whose librarian and county school superintendent were willing to take the initiative, succeeded in inducing seven rural schools to try out the plan. It was a success. The idea began to spread to other counties. The State Library employed a school library organizer who traveled over the State accompanied

by the county librarians of the respective counties explaining the plan to the school authorities.

In the beginning the plan was to serve strictly rural schools and improve and enlarge their very limited district service of books, maps, globes, and charts. In the 46 counties of California now having county libraries there are 2,848 active elementary and high school districts. Of these, 2,423 have joined county libraries. These districts include not only practically every rural school but also many town schools and about fifty rural high schools. County free library service to schools has reached a high stage of development in most of the counties of the State. Not only the town school branches of county libraries but also the most remote valley, mountain, and desert schools have up-to-date supplementary books for classroom use and well-selected children's literature for home reading. Besides books, maps, globes, and charts many schools are furnished by the county libraries with two or three magazines, educational and music records, stereographs, and pictures.

## *Old and New Systems Present Marked Contrast*

Recently the chief of the division of rural education of the State department of education and the county library organizer of the State library made a survey of the school district libraries of 1 of the 12 counties of California which is without a county library, followed by a survey of county library service to schools in an adjoining county comparable in assessed valuation, population, topography, number of school districts, and money expended for school purposes.

These two counties are in the "Mother Lode," a mountainous section of California teeming with stories of the days of '49, abounding with tales of the famous bandit, Joaquin Murietta, dotted with ghost towns and deserted mines, filled with the glamour of Bret Harte and Mark Twain, possessed of the grandeur of the giant sequoias and the witchery of fairy-like caves and delighting the eye with rippling streams and forest-covered mountains gay with wild flowers. Nature has been equally generous to each, but in

library facilities these counties are as far apart as the poles. One is without community library service, struggling under the incubus of school district libraries with no medium for exchange of books; the other, pulsing with the life of a vigorous institution—the county library.

To visit one of these old-time school libraries is equivalent to a visit to all of them, for the type of books in all the libraries is the same, the only difference being in the accumulation of years. Among the libraries visited were some eight shelves high and crowded two tiers deep with large numbers of unused books.

Each library had many supplementary books. Some of them dated back to 1880 McGuffey Readers, Appleton Readers, and others with the stilted style of half a century ago were crowded in with numerous readers representing the changing educational ideas of many years. All these books should have been circulating and wearing out in service at the time they were serviceable, instead of becoming a worthless accumulation in one spot. Reference books which were far beyond the comprehension of elementary school children were found in great numbers.

## *Ability of Book Agents is Manifest*

In almost every library an amazing number of inactive books by well-known authors caused the observer to wonder if they represented the fine reading taste of early days or simply bore tribute to the ability of book agents. Among the authors and books represented in these elementary school libraries were Darwin's *Origin of Species* and *Descent of Man*, Homer's *Iliad*, Hart's *American History Told by Contemporaries*, Bacon's *Essays*, Miss Mulock's *John Halifax, Gentleman*, the works of Carlyle, Emerson, Victor Hugo, Ridpath, Holmes, Dickens, Tolstoi, Cooper, Ruskin, Robert Louis Stevenson, Jane Austin, Owen Meredith, Shelley, Hood, Hemans, Kipling, Eliot, Hawthorne, Kingsley, Dumas, Irving, Shakespeare, Bulwer Lytton, Guizot, and all the poets from Chaucer to Tennyson.

Among all these books for adults was a sprinkling of children's books for home reading. There were some good children's books, but there was an appalling number of books in series dating from the Jonas Books, published in 1839, and the Pleasant Cove Series, published in 1874, to the Boy Scout Series and the Camp Fire Girls of the present day. The Dotty Dimple Series, Little Prudy Series, the Rollo Books, Oliver Optic, the Elsie Books, the Alger Books, Betty Wales Series, the Henty Books, and other series both ancient and modern greatly predominated in many school libraries over the helpful, delightful, wholesome type of children's books.

At the conclusion of the survey a backward look over this county showed a



panorama of school libraries similar in type of books and varying only in the number collected. There was a vast accumulation of unused supplementary books, reference books, and general reading which had outlived its usefulness in every school district. There were many books which were still of value if they could be circulated to other elementary schools, to high schools, and to communities. The one medium provided by law for circulating supplementary school books and general reading to the schools of California is the county library.

#### *Library Supplies Supplementary Reading*

Each teacher in the county without a county library was asked, "Have you enough supplementary books?" A negative reply was given each time. The same question was asked after we slipped across the boundary line into the next county. Each teacher replied emphatically in the affirmative with the comment, "We get our books from the county library." The schools of this neighboring county were also supplied by the county library with magazines to meet the needs of the children and educational magazines for the teacher. Phonograph records and stereographs were sent to the schools to aid the children in their studies. Maps and charts were brought up to date as rapidly as the funds would permit. Teachers and children had the advice and assistance of the county librarian.

Home reading was a strong point in the school service given by the county library. All the children of the county were doing home reading. Each school had its classroom collection. The teachers of the county supervised and kept a record of the children's reading. A 1-teacher school with 23 pupils and 8 grades showed a remarkable record in home reading. In the second semester 13 of the children had read from 11 to 20 books and the remaining 10 children from 20 to 42 books of the best type of children's literature furnished by the county library. In the first semester an equally remarkable record was made. Good books solved the question of leisure time for these children. Teachers find that pupils who have the reading habit advance more rapidly in their studies than those who do little general reading.

Using the question of cost as a measuring stick, it may be interesting to compare the expense of school library service in a county without a county library and in a county with a county library. The county school superintendent's report for 1926-27 in the county without a county library showed that the elementary schools had spent for library purposes \$2,134.76, and the high schools \$1,108.18;

a total of \$3,242.94. The annual report of the county school superintendent in the county with the county library stated that \$2,678.54 had been spent for library purposes by the elementary schools and \$881.40 for the high-school library, a total of \$3,559.94. The totals show that each county spent practically the same amount.

Because the inefficient, wasteful school district library system is still in vogue in one of these counties, the school library funds of that county brought merely a small amount of fresh material to each school, which was used for a limited time and then put to sleep upon the shelves of the respective school libraries to augment the constantly increasing number of dead books. Under the direction of a trained librarian all would be sent on to other schools to be used.

In contrast to this, the school library fund of the county with the county library is invested in books, magazines, music records, and apparatus for the use of the children of all the districts. Under the supervision of a trained librarian this material is kept in circulation and gives the maximum service for the money expended. Coordination of all the school district libraries through a central school library department within the county library has been an outstanding achievement of California county free libraries.



#### **Recent Publications of the Bureau of Education**

The following publications have been issued recently by the Bureau of Education of the Department of the Interior. Orders for them should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

Statistics of schools for the deaf, 1926-27. (Bulletin, 1928, no. 8.) 5 cents.

Major trends of education in other countries. James F. Abel. (Bulletin, 1928, no. 13.) 10 cents.

The land-grant colleges and universities, 1927. Walter J. Greenleaf. (Bulletin, 1928, no. 14.) 15 cents.

Bulletins of the Bureau of Education, 1906-1927. Edith A. Wright and Mary S. Phillips. (Bulletin, 1928, no. 17.) 10 cents. Complete list of the bulletins issued by the bureau from the beginning of the series, in 1906, to the end of 1927, with an index by author, title, and subject.

A primer of information about kindergarten education. Mary Dabney Davis. (City school leaflet, no. 30.) 5 cents.

Comparative status of secondary education in rural and urban communities. W. H. Gaumnitz. (Rural school leaflet, no. 44.) 5 cents.—*Mary S. Phillips.*

#### **Graduate Study in Catholic Institutions**

Courses leading to the master of arts degree were offered in 37 Catholic colleges and universities during the academic year 1926-27, as shown by a self-survey of Catholic institutions conducted recently under the auspices of the National Catholic Educational Association, department of colleges and secondary schools. Courses leading to the degree of master of science are offered in 31 institutions, and to the degree of Ph. D. in 17 institutions. During the past five years 2,093 A. M. degrees were conferred, 137 M. S. degrees, and 233 Ph. D. degrees. The master's degree was conferred in 46 subjects, and the degree of doctor of philosophy in 10 subjects. During the five-year period embraced in the survey the number of A. M. degrees conferred increased from 321 in 1922-23 to 543 in 1926-27; the number of M. S. degrees from 24 to 46; and the number of Ph. D. degrees from 34 to 61.



#### **Danish Secondary Schools to be Reorganized**

The Minister of Public Instruction of Denmark has decided to appoint a commission for submitting a proposal for the complete reorganization of the secondary educational system. This commission will be instructed to elaborate its recommendations on the following basis: The reorganization of the higher courses of the secondary schools so that the term of the gymnasium will be 4 years instead of 3 and the term of the real schools will be 2 years instead of 1. The proposal further contemplates the abolition of the middle school examinations although retaining the middle school itself as a three years' course coming after that of the public school. It is stated that this reorganization will involve certain economies to be embodied in a separate bill which will be introduced during the present session.—*H. Pereival Dodge, United States Minister, Copenhagen, October 23, 1928.*



Seven European countries were visited during the past summer by the Yale University Glee Club. The tour was planned in cooperation with the Intercollegiate Glee Club Council of the United States, which has a membership of 236 organizations. Harvard University Glee Club visited some of the countries of Europe in 1921, but Yale is said to be the first university to send a glee club to Sweden and Germany. The club was greeted with great enthusiasm everywhere, and in many places it was given an official welcome.



# Seattle Parents Strive to Reduce Failures and Eliminations

*Fairview Parents Realizing Loss Their Children Suffered by Failures, Took Steps to Cooperate with Teachers for Prevention. Example Followed by Seattle Council and by State Branch of National Congress*

By PEARL McKERCHER

*Chairman Failure-Elimination Special Committee, Washington State Branch of National Congress of Parents and Teachers*

**F**AILURE of promotion, repetition, and overageness continue to occur in the schools, notwithstanding the herculean efforts of teachers and school officers. Impressed by the loss to their children that comes from such unfortunate conditions, the Fairview Parent-Teacher Association of Seattle undertook to aid in the solution of the problem by stimulating effort in the home to improve the scholarship of the pupils.

The need and the value of this work were soon apparent. The work has already been widely recognized. A large and efficient committee of the Fairview Association is assigned to it; the 62 affiliated associations in Seattle have formed a failure-elimination department of the Seattle Council of Parent-Teacher Associations; and a special committee of the Washington State Branch of the National Congress of Parents and Teachers has been organized to promote the work throughout the State.

## *Helpful Booklet was Issued*

In their efforts to be mutually helpful, the mothers of the Fairview Association pooled their problems for cooperative study. Volunteers among them searched untiringly for facts and suggestions that gave promise of usefulness. School failures were treated impersonally and in the aggregate, but the difficulties of each individual were kept constantly in view. A booklet of pertinent papers with suggestive comment has been compiled. It is characterized by earnestness, thoroughness, and comprehension, and its value in inspiring and helping the members of the association has been far beyond the expectation of the compilers.

The failure-elimination department of the Seattle Council seeks to accomplish its purposes in four principal ways:

(1) The inquiring parent is aided in diagnosing the peculiar difficulties of her child, and appropriate remedial measures are suggested.

(2) Parents find help in the loan-paper shelf at the public library. Authoritative and usable home helps with pertinent information are filed there.

(3) Twenty-two professional educators and investigators especially qualified by

training and experience to lecture upon failure prevention are listed as speakers available to local associations throughout the city.

## *Monthly Meetings Were Carefully Planned*

(4) Carefully planned and informative meetings are held regularly every month. The programs include discussions, questions and answers, and lectures. Among the appropriate topics that have been considered are these: Causes of failure; early detection of indications of failure; habits that the child should have upon entering school; habits that the eighth-grade child should have formed; what is necessary to keep a child physically fit; how to develop certain desirable traits; the problem child; the normal child; relation of absence, tardiness, and incomplete days to repetition of grade.

Explanations of approved methods of teaching the social subjects have been made; living illustrations have been presented of the five stages in the process of learning to read; other school subjects have been interpreted by school officers, with suggestions to the parents for assisting to avert failures.

The special State committee has only recently been organized. It is hoped that the eagerness of the parents of Seattle will be manifested throughout the State and that the service of helpfulness will be general.

This work has unquestionably aided many, and it will doubtless aid many more homes to render intelligent and indispensable cooperation with the teachers in preventing failure in the school and in life.



Art is placed on a parity with academic subjects in Lincoln Platoon School, South Bend, Ind., and it becomes an integral part of the child's school life. Pupils work in a room particularly adapted to needs of drawing classes, with necessary paraphernalia. Periods are short, and work is intensive. To develop an interest in civic improvement, architecture, and home planning, art study is related through problems to civic enterprises and interior decoration.

## School Papers a Medium for Teaching Journalism

Classes in journalism are maintained in 48 of the 55 high schools in Kansas which issue school papers. The school paper is a project of the class in journalism in each of the 48 high schools, as shown in an article in School Review by C. M. Lockman of the Fort Scott (Kans.) High School. Seventy-two schools, or 83 per cent, of the 87 high schools in Kansas cities of the first and second classes are included in the investigation.

The school paper is issued biweekly in 34 of the 55 schools, and every week in 18 schools. In seven cities the school supplies news material each week for a page in the local paper. The majority of the school publications give only school news, but carry local advertising. In 20 places school organizations pay for display advertisements which they insert. Of the 55 high-school publications studied, 45 are self-supporting, 5 receive aid from the board of education, and 5 from other sources. Only 10 of the papers are printed in the school shop. For 11 of the papers the subscription charge is 50 cents, for 10 papers 75 cents, for 27 papers \$1, and for 1 paper \$1.50. The percentage of pupils subscribing ranges from 25 to 100, with a median of 51. Apparently the price of subscription has little effect upon the subscription list.

An annual, or yearbook, is issued by 43 of the 72 high schools reporting, and in 36 of the schools it is edited by the senior class. Advertising is carried in only 25 of the number, and financing is usually managed by the senior class through a play or some other activity.



## Catholic Colleges Recruited from Catholic High Schools

Catholic high schools are supplying more than half the freshmen students attending Catholic colleges in the United States, according to a survey recently completed by the National Catholic Welfare Council.

Reports show that of 10,317 freshmen students attending 132 Catholic colleges 6,169 students, or 59.8 per cent, came from Catholic high schools; and 4,148, or 40.2 per cent, came from public high schools. In the 63 Catholic colleges for men, having a total enrollment of 7,068 freshmen students, 4,080, or 57.7 per cent, came from Catholic high schools; and of the 3,249 freshmen students in 69 Catholic colleges for women, 2,089, or 64.3 per cent, were from Catholic high schools. Fifteen colleges reported that all their freshmen students had come from Catholic high schools.



## Commercial Work and Atmosphere in School Shop

Real job work is done in a machine shop owned and operated on a commercial basis by the school board of Salem, Oreg., with the purpose of giving high-school vocational students "training on the job." All machinery and tools are of standard quality, the instructor is a competent journeyman machinist, and the atmosphere of a commercial plant is maintained. Without solicitation a large amount of repair work is sent in, and it is done by the students under supervision of the instructor. This is paid for at commercial rates.

An onion-topping machine was developed in the shops to meet the needs of local growers, and the demand for it, even beyond the State, is greater than it is possible to supply. Activities of the shop have gradually expanded, and the students are taking care of much of the repair work of the school district. A sanding machine, which can be operated by a janitor and used during vacations in refinishing school desks, has been constructed in the shops; and a large number of park benches for use in school buildings and grounds have been built by the students, thereby effecting large savings in school expenditures for the district. Students trained in the shop are engaged in many industries in the city and vicinity, some are on farms, and others have entered engineering schools. During the 10 years of its operation, earnings of the shop have been sufficient to pay for all supplies and for every item of equipment



## Albany, N. Y., Active in Diphtheria Immunization

Diphtheria immunization clinics were held in 27 public schools, in 14 parochial schools, and in other centers in Albany, N. Y., during the school year 1927-28, and toxin-antitoxin was administered to 8,275 children, of whom 2,261 were of preschool age. A diphtheria epidemic in one section of the city gave impetus to the campaign for immunization of all children of the community. The Albany County Medical Society, the Guild for Public Health Nursing, school and city nurses, and volunteer agencies cooperated with the health officer of Albany, the medical director of schools, and the school personnel in giving the treatment.



English taught by radio is announced by a broadcasting station of Lima, Peru. The course consists of 40 lessons occupying two half hours a week, and it is under a competent instructor.

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# Public Education in Germany Shows Unusual Characteristics

*In Marked Contrast to American Usages in Many Particulars. Trained Teachers in Excessive Numbers and Relatively Few New Appointments Are Made. Employment is Permanent After Probationary Period*

By MAX ZIMPEL

*Rektor der Hufnagelmittelschule, Frankfurt*

[Statements Made in Conversation with the Editor of SCHOOL LIFE]

TEACHERS are trained in normal schools, and before appointment must have a certificate appropriate to the work they expect to do. Appointments are made by school boards, consisting partly of laymen and partly of professional men.

The number of persons in Germany who have been trained as teachers, largely under the old régime, is greatly in excess of the number that can be employed under present conditions. The birth rate was lowered by the World War and the actual number of children to be taught is greatly reduced; and lack of funds has forced the authorities to increase the number of pupils assigned to a teacher. Naturally the number of new appointments that are required is materially less than formerly. Unemployed teachers, like others without employment, receive small doles from the Government. About 2,000,000 persons are unemployed in Germany now. The Government maintains an unemployment insurance fund to provide for persons out of a job. Everybody employed must pay a part of his income toward it. With a salary of 8,000 marks, I pay 10 per cent.

The whole scheme of teacher training is undergoing revision, and when the new scheme is fully in effect primary and elementary teachers in Germany will have an education nearly equivalent to graduation from a university. Teachers may be removed for inefficiency during their first 10 years of service, but after that they are fixed for life. They can not be removed. Three-fourths of the teachers are men; one-fourth, women. They remain indefinitely in the same place; changes of location are practically unknown.

Experienced teachers are not subject to supervision by the school principal. His duties are administrative and clerical only. The superintendent is supposed to exercise supervision over the teachers, but he has from 500 to 600 teachers to supervise, and the supervision is practically nil, as compared with American practices.

At the age of 65 every teacher must be retired regardless of his mental or physical condition. He then receives as pension

three-fourths of his former salary. When he dies his widow receives two-thirds of that pension. His children are provided for if their mother is dead. Usually teachers are without interest in life after retirement; they are often anxious to die and most of them do die in a surprisingly short time. Teaching becomes such a part of their lives that when they can do it no longer they have nothing left to live for.

Security of tenure and absence of supervision leaves no motive for effort except the sense of duty. That is strongly developed in Germans of the right sort; but not all are of the right sort; and some teachers become lazy and negligent. There is no possible way of stirring them up or of getting rid of them.

Teachers' associations like the National Education Association do not exist in Germany. Teachers' organizations there are like labor unions and are political, not professional.

Similarly there are no parent-teacher associations like those of the United States. Parents' councils are provided for by law, and the members are elected like political officers. They have no legal authority and their influence depends upon the attitude of the teachers. In many schools no attention whatever is paid to them; but their influence seems to be growing.

At times, I have found it necessary to do things which were opposed by the teachers or by the patrons of the school. I thus became temporarily unpopular. But my position is safe and permanent. What others think does not affect my equanimity.

The *grundschule* is an established fact. All children must attend from 6 to 10. No private instruction is allowed at those ages. Schools are established in Germany for pupils of each religious faith. If the number of children is not sufficient for separate schools for Catholics, Protestants, Jews, etc., the children are taught together, but separated for religious instruction.

In my school there are 400 Protestants and 200 Catholics. They are taught together in academic subjects but divided for religious instruction, which is given by teachers of the several faiths.



# SCHOOL LIFE

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Editor - - - - - JAMES C. BOYKIN

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DECEMBER, 1928

## Libraries in General and Libraries for the Country

A MERE COLLECTION of books does not constitute a library. A hundred years ago it might have been so termed, but not now. Books stacked upon shelves, inaccessible and unknown, may be there till they molder, and still accomplish nothing. Precisely that has happened many times in the history of letters. Fine collections insufficiently equipped do not realize their possibilities, even though they be under an Ainsworth R. Spofford or a Justin Winsor.

A library must have books and a librarian; and it must have an adequate system of consultation and use. Count each of these a third of the worth of the whole. The librarian and his assistants and the system they maintain are essentially one; and to say that two-thirds of the library is in them is no exaggeration.

The librarian once had to be born for the business, and the supply was very uncertain. But the library schools, to which Melvil Dewey showed the way, beginning in 1887, have made it possible for libraries to function successfully with librarians that were trained, not born. Without them the multiplication of libraries which America has seen within the past 50 years would not have been possible.

The card catalogues, the reference shelves, the expert guidance and the convenient branches that are so familiar in modern libraries are also of recent growth. These methods that seem to us so natural and so indispensable have reached their present stage of perfection within a half century. In fact, it was only a few days ago that an American university professor was knighted by a European potentate for distinguished service as "the father of modern library science."

This designation is, of course, an expression of international courtesy; it ignores the achievements of Cutter, Dewey, Fletcher, Poole, Billings, and a dozen of their contemporaries, even if nothing be said of their predecessors. It is, nevertheless, an indication of the newness of library science that such a term is applied officially to a man now

living. But library science was a lusty infant long before the recently made knight began his library work.

The card catalogue, accessible to the public, is a key to the treasures of a library which is in many respects even more convenient and more effective than the open-shelf plan which some librarians consider the culmination of concession to popular need. Card catalogues have been used for more than 80 years certainly, but it appears that they were not originally accessible to general visitors. Apparently they were at first kept as office records and to facilitate the preparation of the printed catalogues, which were formerly considered essential. When an efficient method was devised for retaining the cards in place the public was freely admitted to the card catalogues, and the printed volumes were finally discontinued as an unnecessary expense.

Public libraries as we know them, that is, institutions of considerable size maintained at public expense for public use, have a history of scarcely more than a century. An association library at Castine, Me., was taken over by the town in 1827 and a tax was levied for its benefit; the Bingham Library in Salisbury, Conn., enjoyed occasional grants of money from the town at an early period; and public funds were used for the public library at Peterboro, N. H., from 1833.

The real beginning of the public library movement, however, dates from the Massachusetts law of 1848 which authorized the city of Boston to expend public money for a public library. Similar authority was extended to all the towns in the State in 1851. The Boston Public Library was opened in 1854.

Practically every city in the United States of more than 25,000 inhabitants has now a public library capable of supplying the needs of its population at least reasonably well. The few cities of this class which do not maintain public libraries have library service from other libraries. That means that the people of all the principal cities of the country have access to books, and that they are aided by skillful librarians and by efficient systems of administration.

Places with more than 2,500 inhabitants and fewer than 25,000 are not so generally supplied, but the American Library Association estimates that 94 per cent of the urban population of the country enjoy public library service. For communities of fewer than 2,500 inhabitants and for the open country a different story must be told. Eighty-two per cent of the rural population, or 42,152,291 persons in the United States, are said by the same authority to be without library service.

In this lies the great library problem of the time. Questions of administration and methods of public use have been

satisfactorily settled. All matters of technique have been determined. The cities are supplied. What can now be done for the rural population, whose needs are even greater than those who dwell in the cities? It is not a new problem, notwithstanding the little progress that has been made in its solution.

In 1827 De Witt Clinton, governor of New York, suggested to the legislature of that State that a small collection of books be supplied to each school district. In 1835 a law was enacted authorizing any school district to lay a tax of \$20 for the purchase of a district library with an additional tax for a bookcase; after the first year \$10 a year might be similarly raised.

Three years later the New York Legislature appropriated \$55,000 to be distributed to the several school districts for the purchase of district libraries. A like appropriation was made annually for many years, and for a few years it was increased to \$110,000 a year. Changes were made in the law from time to time, and in 1892 it was finally so modified that the school district libraries became school libraries in the proper sense.

In the early days high hopes were indulged for the usefulness of the district libraries, and they grew mightily in numbers and in the aggregate of volumes. In 1853 the State superintendent of common schools reported 1,604,210 volumes in the district libraries, but the number declined, and in 1881 only 707,155 volumes were reported.

Other States followed New York's example and enacted laws for school district libraries. Massachusetts and Michigan did so in 1837; Connecticut in 1839; Rhode Island and Iowa in 1840; Indiana in 1841; and Maine in 1844. Ohio, Wisconsin, Missouri, California, Oregon, Illinois, Pennsylvania, Kansas, Virginia, New Jersey, Kentucky, Minnesota, and Colorado did likewise in later years.

These laws contemplated libraries for adults rather than for school children, although the school district was the unit of organization. In New York, and probably in other States, the books were not kept in the schoolhouse but in the residence of the librarian, who was usually not the teacher.

The system was fundamentally defective in that it provided no proper organization. Books were often poorly selected, large numbers were lost, and failure of the system was inevitable. Although the distribution of such large numbers of books must have had beneficial results for a time, little remains now to show for the money expended. The school district libraries of the New York type have passed into history.

State libraries are maintained in many of the States, and "library extension" is usually an important function in them.



This means that an effort is made to reach communities which do not enjoy library service otherwise. "Traveling libraries" are largely employed. That plan in its modern application is said to have originated in the fertile brain of Melvil Dewey, and to have been first put in effect in New York State under a law enacted in 1892. Collections of books for general reading, comprising 50 or more volumes, are sent to central points for local distribution in a great variety of ways. After a stated time each collection is sent to a new locality and continues its travels so long as the demand for it continues. Many rural communities and rural organizations have thus had access to books which they would otherwise have no opportunity of seeing. More than 18,000 collections with 817,833 books were circulated in 1924-25, again using figures reported by the American Library Association. Some of the State universities and State agricultural colleges also render service of this kind.

"Package libraries" are extensively employed, usually by the same agencies that conduct the traveling library system, and for a similar purpose, namely, to supply the lack of reading matter in unfavored localities. The packages are made up of books specifically requested, or of books upon some special subject. The University of Texas is said to have sent out nearly 18,000 packages in 1925.

Notwithstanding the excellent results from the traveling libraries and the package libraries, their service is necessarily surrounded by limitations and difficulties. The whole circulation by such methods reaches but a small proportion of the rural population.

County libraries are unquestionably the most successful means which have yet been devised for reaching country people. This idea was vaguely expressed long before either trained librarians or transportation facilities existed to make such libraries possible. Indiana laws from 1816 to 1852, and a Wyoming law of 1886 are frequently cited to show the beginnings of the county library movement. Perhaps they were the beginnings, but they were not the effective beginning. That is to be found in Van Wert County, Ohio, and Washington County, Md., of which Hagerstown is the county seat. County libraries were opened in both counties in 1901, the Ohio library being apparently a little ahead of the other in point of time. Both were public libraries, primarily for the rural people, and both promptly established branches and deposit stations after the approved modern fashion. The "book wagon" brought into use in Washington County in 1905 for delivering and collecting books from outlying stations embodied an idea that is now utilized in every fully developed county library.

County libraries have grown apace in numbers since that time. About 260 are said to be in existence now, but in order to reach that number it is necessary to include many city and village libraries which are under contract to render service throughout their respective counties. The contract plan is not objectionable in itself, if it is necessary, but when the contract price is nominal the service is necessarily nominal too. One library named in this category receives only \$150 for its service to the county.

California has made greater progress than any other State in the development of county library service. Forty-six of the 58 counties are reported to have libraries efficiently serving all the people of their respective counties. Some of the remaining counties of the State are so sparsely settled and their population is so small that the maintenance of any such organization is obviously impossible.

It is not the present purpose to describe the methods or to measure the efficiency of the county libraries. That has been well done in previous numbers of *SCHOOL LIFE*. Articles by Edith A. Lathrop in the May number, Julia G. Babcock in the October number, and May Dexter Henshall on another page of this issue, set forth the details. Read those articles and be convinced that a way has been found to give the farmers of the land library advantages equal to those enjoyed by their brethren in the cities.

In writing this, the excellent work of the town libraries of New England has not been overlooked. They are town libraries, because the town is the unit of government; they perform the same function as county libraries elsewhere. It has long been said that one must leave Massachusetts if he would escape the influence of a public library. That is more true now than ever before.

### Stimulates Reading of Children in Vacation

For reading and giving a brief sketch of 10 selected books, children in Georgia, members of vacation reading clubs conducted by the Georgia State Library Commission, are awarded a certificate. A list of 25 books, suited to the age and grade of the child, is selected by the commission, and books are loaned to the children, two books at a time for two weeks. A notebook for the sketches is provided by the commission. Reading of all 25 books entitles a child to a gold-star certificate. During the three summers that the plan has been in operation 735 members have been enrolled, of whom 335 have received certificates. Not one book of the 1,875 lent to club members last summer was lost or damaged.

### Los Angeles Children are of Many Types

Of 248,582 children under 18 years of age whose records were obtained in a recent survey of schools of Los Angeles, 92 of every 100 are native born, but only 79 per cent live in homes where English is spoken. In most of the remaining homes the language spoken is Mexican or Japanese. Of every 1,000 children enrolled, the study reports that 808 are Caucasians; 130 are Mexicans; 30, Japanese; 25, Negroes; 3, Chinese; 2, Indians; and 2, Filipinos. Of the parents of the children 64 per cent are native born, but only 14 per cent of the foreign-born parents have become citizens of the United States. This means that 22 per cent of the parents of school children in Los Angeles are not citizens of the United States—a big problem in Americanization. This survey brought out the fact that 80 per cent of the 248,582 children are living with their parents, 18 per cent with relatives, and 2 per cent with friends—indicating that 1 child of every 5 in the schools of the city must live elsewhere than with his parents. Four-tenths of 1 per cent of the total enrollment, an aggregate of 1,009 children, were found to be migratory, and for the most part were living with their parents in automobile camps.



### Porto Rican Schools Emphasize Industrial Work

To add variety to diet of the people and lessen the cost of food in the home a course in native foods has been introduced recently in high schools of Porto Rico. It is intended to be of practical value to students and to meet the needs of home makers of the island, as the average housewife is not acquainted with the food value and preparation of many native fruits and vegetables. In a second course, "The graduate's wardrobe," students receive instruction in selecting and making their own clothes for graduation and class-day exercises. The aim is to keep the cost of graduation within the family income. In addition to the advanced training given to students in making their own clothing, the expense of graduation is decreased, and, as cost of the material is spread out over a longer period, strain on the family pocketbook at the close of the school year is lessened.



Oriental history as a separate subject will be taught this year in high schools in the Philippines. The course includes study of China, Japan, India, and the Malay countries.



# Social Environment is the Laboratory for Home Economics Study

*Teacher Who Confines Her Activities to Her Classroom Does Not Take Advantage of Her Opportunities. The World About Her is Full of Fruitful Lessons. Business Establishments and Governmental Agencies Constantly Present Problems for Solution. Cooperation With Public Schools and Charitable Organizations Offers Valuable Experience. Conventions and Conferences Give Helpful Contacts With Practical Affairs*

By MINNA C. DENTON

*Head of Home Economics, George Washington University*

FROM the very beginnings of the home economics movement, it has been evident that the short-sighted teacher who would confine her activities to the four walls of her laboratory, would have a hard time of it. What are "cooking classes" for if they can not upon occasion give real tea parties and serve honest-to-goodness meals for their colleagues, families, the teaching staff, the school board, other distinguished guests, possibly the community at large? What is the good of a "sewing class" that does not make clothes which can actually be worn—proudly we hope, willingly we trust—by members of the class and their

families and friends at least? Is there money to be raised by the student body for some worthy charity or community need, or by a civic-minded club? Enlist the services of the home economics classes; it will be good practice and good advertising for them.

Some public school systems have required that home economics departments become self-supporting by turning regularly rendered student services into money to pay for equipment and supplies. But this has not often been true of college classes. The college instructor, instead, gives individual students participation in practice-house projects; or perhaps they

get the opportunity to earn money for themselves, as occasional or part-time workers in commercial establishments or public institutions. If this opportunity is awarded upon the basis of high quality of class work, so far from carrying a stigma it becomes a boast even upon the lips of the girl with least need of economic assistance, "I have been waitress three times this month at Y. W. banquets," "We have more repeat orders than we can take care of for our molasses wafers and bridge tea sets." When the college home economics department is large enough it organizes to take advantage of these desires of students for occasional



A living room furnished by the home economics class of Iowa State College was a part of the Better Homes Demonstration



experience in selling their services. Then it may maintain a regular cooked food service or a clothing shop or novelty bazaar of some type, open to the college community or to the general public, as may seem best. Thus the home economics departments offer field contacts by the same general method as do medical, agricultural, and engineering colleges.

It is a long time since we contented ourselves mainly with production of what the economist calls "form utilities." And it is equally true in the more nearly academic aspects of home economics that real problems make ideal opportunities for training students. Real up-to-the-minute everyday problems, the answer to which must be had by responsible working agencies of the immediate environment—these are best for the purpose. Here is a proposed ration submitted for criticism to the Red Cross nutrition service, and it is to be distributed for some months to Florida families made dependent by the hurricane. How nearly ample is its provision of calories, protein, mineral salts, vitamins? What suggestions for improving it without increased outlay? And the answer must be returned within 48 hours.

#### *Knowledge of Service Gives Zest*

The knowledge that their labor will be of some small service, at least, in helping to check more experienced workers, gives them zest for the problem. The heavy outlay in time required arouses their interest in comparing the results of short-cut and more elaborate methods of calculation, such as are now being formulated in several research centers. Then, too, such

a problem interests the students in other projects of the Red Cross nutrition service, the qualifications and opportunities for its educational workers, its summer institute or training school, held in Washington, to which if properly qualified and recommended they may perhaps be admitted.

Or, one of the divisions of the United States Bureau of Home Economics is collecting family expense schedules by the estimate method, and needs an additional number from the business and professional groups of consumers. What greater incentive to the class studying economics of consumption problems than to be allowed to contribute the cream of their efforts.

#### *Research Specialists Employ Student Assistants*

The graduate home economics student who is properly qualified may find larger opportunities in certain Federal research services, such as the Bureau of Home Economics or the Bureau of Chemistry. It is not an uncommon practice for Government research specialists to acquire at nominal salary student assistants who can be of real service in the collection or analysis of data, and whose reward comes chiefly as training in research methods. When the research project under way and the student's contribution to it prove acceptable, university credit may be obtained for such experience; at least, this has proved true of a number of workers affiliated with different universities.

The home economics specialist in the Bureau of Education, the head of the home economics division in the Federal Board for Vocational Education, the Chief of

the Bureau of Home Economics in the Department of Agriculture have already proved both by their words and their works their willingness to cooperate in such research projects. Not the least among the advantages offered by these arrangements is the use of unequaled library facilities, and often the opportunity to study both published and unpublished assemblages of data which are absolutely unique.

Occasionally it is even possible for a properly qualified student to use special Government apparatus which would otherwise be idle, in working at some problem of general interest. For example, one student was curious to know whether the water-glass test made possible by inclusion of a small quantity of egg white in baking powders, does really measure deterioration, as sometimes claimed on labels. She succeeded in demonstrating by use of the Chittick apparatus in one of the Bureau of Chemistry laboratories that it does not always do so.

#### *Government Officers Helpful to Students*

Nor do the Federal and State research specialists limit their kindly interest in home economics training to participation of students in research activities. The ultimate consumer, for whose good we all labor, sometimes finds herself slightly bewildered in trying to grasp the research point of view, and hardly knows what it is all about. Consequently the researcher counts as his allies those home economics students who have been brought up to know what food, textile, and economic research is about, and hopes to use these



A home economics class of boys demonstrated their skill in the Better Homes Campaign in Minneapolis



interested consumers as a sort of liaison between himself and the unscientific feminine mind. Often notable favors are granted. Tea inspectors may graciously consent to demonstrate quality and types of teas; the author of a bulletin on grading of vegetables or butter or on marketing

gas bills by using a thoroughly insulated gas oven; or on the advantages and disadvantages of a mucic acid baking powder; or on the thread and fabric textile strengths of various types of cotton sheetings. Although we may not see fit to put a graduate student in the pay of

inspectors, which have put that manufacturer into court, and what happens to him there. Arousing public interest favorable to sanitary laws against consumer exploitation is one of the opportunities of home economics departments, and one in which they receive encouragement and cooperation from public officials.

Trade associations of manufacturers present both problems and opportunities which demand our respectful attention. To illustrate: A visit to the research laboratories of the National Canners or of the National Institute of Dyeing and Cleaning, considerably enlarges the mental horizon of the college student. Opportunity of testing and judging recipes entered in a nation-wide prize contest under the auspices of the National Association of Bottlers of Carbonated Beverages, gives new ideas to the class which has just made a laboratory study of beverages.

#### *Frequent Cooperation with Public Schools*

Cooperation of home economics departments with the public schools is almost universal. Senior and graduate students ready to make their teaching contacts, can give and receive assistance in a score of ways, whether they are helping to weigh and measure at the clinics, or using Murdock's scale for the sewing teacher, or assisting the principal to find out what the children of certain schools do at lunch time, or how junior high school girls help their mothers at home—or whether they simply practice teaching when no other substitute is available. There are plenty of other chances for social service which afford the mature student valuable experi-



Home economics students assist the Red Cross nutritionist in her public-school work

habits of consumers, the men in charge of food legislation or sanitary law enforcement, will upon suitable occasion perform like services. Think of the inspiration to a foods class, of hearing the author of the pure foods law relate its history!

Nutritional problems of the moment are brought to home economics departments from the nurseries and nursery schools, from the hospitals, the malnutrition clinics, the diabetic and nephritic clinics, from the public health departments. Some one is wanted to study how intarvin, or salt-free diets, or bran, or vegetable juices, may be made more palatable or nutritious. If we have well-equipped nutrition laboratories and excellent staff chemists, they will present even more complicated problems in feeding.

#### *Workers Study Psychology of Feeding Children*

Mothers and baby specialists demand more attention on the part of the trained home economics worker to the psychology of feeding the young, especially to that numerous progeny who do not choose to eat green vegetables, vegetables at all, or (oh, dreadful heresy!) even to drink milk. Manufacturers have always besought us to find new uses for their products—minute tapioca, steel wool, or mercerized cotton, for example. When they present a really valuable problem, our students accumulate interesting data. Let us illustrate at random—on the saving in

a manufacturer who must presently come into court and would like to buy the right kind of evidence, there is no reason why we should not let her report to her class the investigations of Federal Trade Commission, Senate committee, or Department of Agriculture, or public health



Help of college students of home economics is sometimes utilized in Government laboratories



ence. Rural home demonstration agents and city juvenile court officers often ask for assistants in their work of turning girls toward home activities, or of enriching activities in established homes.

Organizations of associated charities welcome these young enthusiastic student teachers, for their agents agree that instruction and establishment of ideals are sometimes more needed in the homes of their clients than financial assistance. And what better training can those young women have than that which comes from putting their theories into practice for the benefit of persons to whom their ministrations are as help from Heaven. Home economics girls are encouraged to give aid to those who need it, and many a deserving family has unexpectedly enjoyed a real Christmas through their thoughtful activity.

The federated women's clubs, and various unfederated ones, are apt to demand a program from our classes regularly. Sometimes it is pectin jellies that they want to know about; sometimes it is waterless cooking; sometimes grading of milk. Sometimes they are upset by the discovery that a local baker has been giving them low-grade white flour plus a little bran and caramel as graham bread, and they want a definition (with demonstration) as to what graham bread is. Very likely we may find that the baker wants to know the same thing, too. And then our friends in the Department of Agriculture (or in the State health, food, and drug department) help us so far as they can, and stand by us at our demonstration. Even though we do not at once frame a legal standard for graham bread, we do get a much better understanding on the question by all concerned of the relative merits of breads which contain varying proportions of white and of graham flour.

#### *Data for Home Equipment Survey*

The home equipment survey of the federated women's clubs gave home economics departments which were willing to assist an excellent opportunity to study methods of doing field work, to collect new data, and to make contacts with manufacturers, public utilities men, the club women themselves, and the expert statisticians in their employ at headquarters. Better homes week offers a different but equally valuable opportunity. The newly organized "consumers' club, the aftermath of that entertaining and enlightening book, "Getting Your Money's Worth," sends out material which affords a variety of testing problems suitable for home economics classes and at the same time offers a market for trustworthy results. The local better business bureau is often glad to use student services in its task of evaluating the

## Definition of Secondary Education and Its Functions

By RALEIGH SCHORLING

*Professor of Education and Supervisor of Directed Teaching and Instruction, University of Michigan*

**E**DUCATION is life. Secondary education is merely a sector, and it is illogical to expect to arrive at a definition of secondary education in terms of functions that would not in large measure be duplicated in definitions of other school units. There are, however, functions that can be brought a little nearer to the surface; certain functions should at this period be *conscious* aims to the pupil. With this understanding we may proceed with our definition.

**Secondary education concerns itself with:**

(1) **The continuation of (a) establishing desirable health habits; (b) fixing recreational interests that will carry over into adult life; and (c) practice in good citizenship.**

(2) **Giving conscious practice in problem solving. Here we are concerned with attention on the part of the learner to the improvement of study habits and the technique of reflective thinking.**

(3) **Making the pupils aware of the complexity of life in its varying needs, abilities, and interests, and guiding him to adjust himself to this situation so that he may become a positive contributing factor to society.**

(4) **Giving such information, adding such attitudes, developing such concepts, fixing such skills as are necessary for this adjustment.**

Note that the key words are *conscious* and *aware*. These faintly, and only faintly, set off the secondary school. Obviously no unique function is left for the early years of the college of literature, science, and the arts.

Recently a committee which was collecting material for a report to the Department of Superintendence asked the writer for a definition of secondary education. He will be glad to receive criticisms of the definition here proposed. Publication sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson, chairman.

truth of advertisements of women's wear, foodstuffs, and household equipment.

Conventions and State or National conferences of dietitians, chemists, home economics teachers, social service workers, certain lines of manufacture and public service, give us those valuable contacts with practical affairs which are the most effective remedies for stale theory. In very truth our environment is indeed our laboratory—if we be teachers whose primary interests are the activities of the American home.

The early years of the junior high school should consist of a group of courses that are survey and exploratory, in which we should not worry too much about continuity and logic. In contrast, the upper years of the senior high school should consist of a group of basic and integrated courses in the several large divisions of learning—biological sciences, physical sciences, literature, art, including music appreciation, mathematics, and the social studies. For example, the Columbia survey course, if well taught, could easily be stepped down to the senior high school. In like manner, if teachers were trained to give the material found in such a book as "The Nature of the World and Man" in such a way as to show relationships, this also would be an excellent course for the senior high school. Similarly, we need a correlation of plane geometry and logic.

Then, too, there should be a guidance program through the home-room teacher, the personnel adviser of a small group. In this there should be a very careful survey of the measurements and the interests of the individual. An effort should be made to discover a permanent interest, or an interest that seems to be permanent, and this interest may well serve as a core of the individual student's work. It would be a mistake for the high school to give detailed training to develop skill for industrial needs. This would be deceptive, for jobs related to almost every field in the modern industrial world can be learned by workers in a very short time.

Finally, it is not very important to frame a definition of secondary education. Many substantial considerations are more important than definitions. We need—

(1) To use the day for work.

(2) To get away from the 1-book notion.

(3) To provide a supplementary library in every classroom.

(4) To provide flexible furniture.

(5) To recognize that high-school children love to work at worth-while tasks.

(6) To stop trying to teach pupils things which they can not learn, or do not wish to learn.

(7) To recognize that nearly all disciplinary troubles are due directly to our inability to find proper tasks for the pupils.

(8) To seek to give every pupil the thrill that comes with doing some task so well that the giving of a mark is superficial.



# Is the Junior High School Realizing its Declared Objectives?

*Many Forces Have Contributed to Movement for Educational Reorganization. Establishment and Wide Extension of Junior High Schools Have Come in Less Than 20 Years. Outstanding Purposes Are Better Scholarship, Retention of Pupils, Exploration and Guidance, and Better Teaching. Investigations of Results not Uniformly Favorable. Realization of Purposes Depends Upon Suitable Organization of Schools*

By J. ORIN POWERS

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“IT IS CONTENDED that the junior high school is better adapted than the older organization to the needs of a democratic society through increased retention of youth in school, economy of time, the recognition of individual differences, and guidance in matters of occupational and further training; that it is set up in accordance with the nature of the boys and girls of the ages represented; that it motivates the pupil to a superior scholastic performance; that it improves the disciplinary and socializing opportunities of the school, etc. It is apparent that in so far as they are justifiable these claims become the special purposes of the junior high school.”

Thus, in substance, Dr. Leonard V. Koos enumerated the peculiar functions of the junior high school in his introduction to a study by this writer of “Instructional Outcomes in a Typical City System.”

The junior high school is the product of a long series of events that culminated in the movement frequently described as the reorganization of secondary education. The attempt has been made to place the beginnings of the junior high school in the writings of Comenius, who divided child life into four periods and assigned an appropriate school to each. The gymnasium in his plan was for pupils of ages corresponding to those of our junior-senior high schools. Others have pointed out that the “English classical school,” later known as the “English High School,” established in Boston in 1821 possessed many of the characteristics of the modern junior high school.

## *Germs of Idea in President Eliot's Address*

Most of us, however, are content to trace the beginnings of the forces which led directly to the junior high school reorganization to the address of President C. W. Eliot before the Department of Superintendence in 1888, entitled “Can School Programs be Shortened and Enriched?” Any summary of developments since that time recounts the work and

influence of such committees as the Committee of Ten (1893), Committee on College Entrance Requirements (1899), Committee on Six-Year Courses (1907), Committee on Economy of Time (1913), the establishment of the pioneer schools at Berkeley, Calif., in 1909, and the spread of the movement until in 1926, 74 per cent of American cities over 100,000 in population and 60 per cent of the cities of 30,000 to 100,000 population had established separate junior high schools.

## *Statements of Purposes Substantially Agree*

Statements of the distinctive purposes or the “peculiar functions” of the new unit have appeared from several sources. They are in substantial agreement as a whole. The summarized enumeration by Doctor Koos in the opening paragraph of this article is representative. Although it does not specifically include some purposes frequently mentioned, such as prevocational exploration, bridging the gap between elementary and secondary schools, training in citizenship, etc., all of these are clearly implied.

The movement for reorganization is now well under way. It is appropriate to examine the results as they have been shown by studies of competent inquirers, and to consider to what extent the distinctive functions have been realized. Obviously not all of the acceptable functions may be considered within the scope of this paper. The functions selected for especial treatment here are: (1) Securing better scholarship, (2) retention of pupils, (3) exploration and guidance, and (4) providing conditions for better teaching. These functions are crucial to any plan for reorganization of secondary schools. The bearings and implications arising from realization of at least three of them upon the problem of articulation of the junior and senior high-school units of the secondary school are apparent. If better scholarship is attained through reorganization, there need be no apprehension that the junior pupils will not be sufficiently prepared for work in the senior high school. If more pupils be retained in school, the problem of adjustment in the senior high school becomes more complex.

Unless guidance in the junior high school be functional the lack of articulation between the two units is bound to appear.

The matter of securing better scholarship has a peculiar appropriateness in any proposal to evaluate the junior high school. First, scholarship is intimately related with the realization of several other functions. Second, the instruments for measurement of scholarship are at hand—namely, standardized tests. Third, the acceptability of high standards of scholarship is generally recognized and any system or plan of education which results in high standards of scholarship is likely to be approved, whatever its apparent weaknesses may be. On the other hand a system or plan which fails in scholarship may properly be condemned whatever its apparent virtues may be. Some such condemnation has undoubtedly fallen upon the junior high school even in its early stages, arising, in part at least, from senior high-school administrators and teachers.

## *Comparisons of Scholarship Under Different Organizations*

Studies of comparative scholarship in junior high schools and in nonjunior or unreorganized schools may be made in three ways: (1) By a comparison of the scholarship of pupils enrolled in the two divisions of a city system partially reorganized; (2) by comparison of scholarship in reorganized systems with unreorganized systems in different cities; and (3) by comparison of scholarship before and after reorganization in the same city. The first of these methods is probably best since fewer extraneous factors are likely to enter into the comparisons in a single city at a given time. In spite of the logic in a comparison of scholarship by performance of pupils upon standardized tests, other bases have been used. Thus Stetson, in one of the first comparative studies of scholarship reported, used teachers' marks in English and mathematics as the basis of comparison and found some slight differences in favor of the junior high schools in Grand Rapids. Knowing the unreliability of teachers' marks as we do, we are inclined at



once to question the validity of such comparison. The principal consolation to be derived is that so far as teachers' marks are concerned, nothing appears to be lost in the junior high school.

#### *Studies in Rochester and New York*

Two rather notable studies, purporting to measure relative scholarship, have been recently reported in the junior high school surveys of Rochester and of New York City. The major comparisons in each case were of the percentages of failure reported by teachers of pupils in junior and nonjunior schools. In these studies a high percentage of failure was interpreted to indicate a low level of scholarship and a low percentage of failure was interpreted to indicate a high level of scholarship. Comparisons were drawn upon the ninth grade level in both cities and also upon the tenth grade level in New York City. In Rochester the schools compared were located in similar districts. The comparisons show remarkably higher percentages of failure, interpreted to mean lower scholarship, in the nonjunior or first year of the 4-year high schools running as high as three times as many failures as in the ninth grade of the junior high schools. One is surprised at the frequency in which 20, 25, and 30 per cent of the pupils in the various subjects of study fail in the ninth grade of the 4-year high schools of these large cities. The percentages of failure in the junior high schools, ranging from 2 to 20 per cent, seems high enough.

#### *Percentage of Failure Not Reliable Measure*

Lest any misapprehension be placed upon my interpretation of these large differences in percentage of failure, however, let me state now that in my estimation percentage of failure in school subjects is no more a measure of relative scholarship than are the unreliable teachers' marks upon which they are based. The interpretation which I would place upon the differences in percentages of failure reported in Rochester and in New York City is merely that the teachers in the junior high schools had been convinced that too many pupils are failed in the ninth grade of 4-year high schools and these teachers therefore proceeded to fail fewer pupils. The fact that the teachers were right about it is borne out in some measure by the fact that the percentages of failure in the tenth grade reported in New York City were approximately equal in junior and nonjunior high schools, although many more pupils had been failed in the ninth grade in the 4-year high schools. We are inclined to believe, in this situation, which appears to be typical, that many more of the pupils might do creditable work in the senior high school if they were permitted to do so. It is an illustration of an incidental

value derived from the junior high school that junior high school teachers may be convinced of the need for a liberal interpretation of standards of promotion, although the traditional idea of maintaining high standards is through high pupil mortality.

The other phase of the scholarship comparison in Rochester which deserves attention was the comparison by objective tests of the performances of ninth-grade pupils in algebra and Latin. In these comparisons the junior pupils were uniformly higher. We note, however, that these subjects had been introduced earlier into the junior high schools. Since one of the original proposals for enrichment of the curriculum in grades seven and eight was the introduction of subjects commonly taught only in the high school, it is gratifying to learn that where such subjects are so introduced the pupils profit by the study of them.

#### *No Significant Differences in Minneapolis*

A third comparative study of scholarship was made by Porter in Minneapolis. In a carefully controlled program of testing, Porter compared the achievement of 200 junior pupils with that of 200 pupils in departmentalized seventh and eighth grades. The pupils were of similar nationalities and economic status. Each junior pupil was paired with a nonjunior pupil of equal intelligence quotients. A boy was paired with a boy and a girl with a girl. Standardized tests were used in reading, spelling, arithmetic, geography, and history. The comparisons were of point scores and achievement quotients. No significant differences appeared. In fact, the results in the two types of schools are so similar that one is tempted to the conclusion that the scholarship is identical. As a further measure Porter compared the senior high-school records of 100 pupils who had their seventh, eighth, and ninth grades in a junior high school with those of 100 nonjunior pupils in North High School, Minneapolis. Again the results are practically identical. If there was any difference in the preparation of junior and nonjunior pupils to do the work of the senior high-school grades, the teachers failed to show it by their marks. To some these results may be satisfying. It should be noted, however, that there is in these studies but little evidence of better scholarship of junior high-school pupils. And better scholarship is exactly what the junior high school proposes.

#### *More Comprehensive Program of Testing*

Somewhat as a result of this preliminary testing and for other reasons it was decided in Minneapolis to enter upon a comprehensive program of testing in the junior high-school grades. The simple expedient of giving the same tests

at the same time in reading, arithmetic, geography, and history was adopted. Without attempting to burden this article with statistics the results of this testing will be briefly stated:

#### *Junior Pupils Lower in Scholarship*

A significant difference was discovered between the scholarship of junior and nonjunior pupils as measured by standardized tests. For the city as a whole the junior pupils were found to be uniformly lower in scholarship than nonjunior pupils in the same grades. Pupils in the junior-senior high schools were lowest in scholarship, and pupils in the older junior high schools were lower than in junior high schools recently established. The differences were not great but large enough to be unmistakably significant. When comparisons were made upon an achievement basis, using the achievement quotient instead of the point score, the differences were not so apparent, but a difference in the general level of scholarship was undeniable.

To the enthusiast for junior high-school reorganization these results, if typical, must be the cause for some concern. This concern led us in Minneapolis to investigate some of the other functions of the junior high school to discover, if possible, the reason for the apparent inferiority of junior high-school scholarship. The first of these to suggest itself was the retention of pupils, for if the junior high schools retained in school more of less capable pupils the expected result would be to lower the general level of scholarship.

#### *Junior High Schools Hold Pupils Better*

Retention, like scholarship, may be studied in three ways, namely, in parallel systems in the same city, in parallel systems in different cities, and before and after reorganization in the same city. The problem offers some difficulties, but it is susceptible to objective treatment through the obvious method of counting noses. Studies of the retention of pupils previously reported by Douglass, Stetson, and Childs tend to show slight improvement in retention of pupils in junior high schools and in each case an improvement in the retention of boys in the junior high schools. None of these studies, however, take into consideration the ages of the school-leaving pupils. Obviously no claim can be made for the superior holding power of the junior high school if the pupils are retained in school by compulsory attendance. Our study of retention in Minneapolis revealed the following significant conclusions:

1. That the carry-over of pupils from the seventh grade to the eighth grade was better in the junior high schools. The carry-over of pupils from the eighth grade to the ninth, or, across the tra-



ditional gap, was actually better in non-junior schools. This was equally true after elimination of new enrollments in each system.

2. That the junior high schools actually retained fewer pupils beyond the compulsory attendance age.

3. That superior attractiveness of junior high schools to pupils, assumed to be a factor in retaining them longer, appeared to be of no importance whatever.

4. That fewer pupils got out of the junior high schools by leaving school.

#### *Economy of Time Apparently Accomplished*

The apparent paradox of this last finding leads us to the real explanation of the matter of retention of pupils in junior high schools. Apparently overage pupils get out of the junior high schools more rapidly than from the same grades of traditional schools. The only way they get out other than by leaving school is by promotion. Investigation of promotion by percentages of failure showed unmistakably more rapid promotion rates in the junior high schools which, incidentally, indicates that the function of economy of time is to an extent being realized. These facts explain in large measure the differences in scholarship.

Additional explanation of the differences in scholarship appeared from a comparison of the intelligence levels of junior and nonjunior pupils. A comparison of three successive entering classes showed that pupils were entering the seventh grade of the two systems at the same intelligence levels. When comparisons were made in the eighth grade, however, significant differences appeared, both in mental ages and in intelligence quotients. The differences were in exactly the same relation as the results in scholarship. Thus it appears that these considerations explain the differences in scholarship. But, lest we go too far, explanation of these differences does not excuse them. It appears that the realization of one function imposes a handicap in the realization of another, which handicap the teachers fail to remove through the better facilities offered by the junior high school. We recall again that the junior high school claims better scholarship. That better scholarship, we believe, can yet be attained in spite of the handicap imposed.

#### *Better Vocational Guidance is Claimed*

The third function to be considered is that of exploration and guidance. During the course of our investigation in Minneapolis it was frequently suggested that although the results in scholarship were not materially greater, nevertheless the junior high school was achieving other values, among them better guidance of pupils. This claim led us to attempt an investigation of results in vocational guid-

ance. Specifically, we attempted to discover whether or not the vocational choices of pupils were conditioned by junior high school experience.

#### *Engineering and Mechanical Pursuits Favored*

The method used was the questionnaire returned from ninth-grade pupils in both systems. The items of information used were: (1) The sex of the pupil, (2) occupation of the father, (3) the vocational choice of the pupil, (4) the time of making the vocational choice, and (5) the reason for the vocational choice. The distribution of the vocational choices of the pupils is similar to many other such tabulations that have been made. These represent a wide range of vocational interest, teaching and stenography being the two occupations most frequently chosen. The vocational choices of boys tend to center around some type of professional engineering and mechanical pursuits. Large numbers of both sexes chose professional pursuits. The usual disparity appeared between the vocational choices of the boys and the occupations of their fathers. The time of entering high school or the ninth grade appeared to be a critical time for making vocational choices, although a large proportion of the choices were reported to have been made before that time.

#### *Reasons for Vocational Choices*

To obtain an expression of reason for the vocational choices 10 possible reasons were submitted in simple language and the pupils were asked to check the reasons that had influenced them most. These were:

1. My father or some relative is engaged in it.
2. I have worked at it after school or in vacations.
3. I learned about it in a shop or industrial course.
4. I learned about it through reading and study in school.
5. By working at it I can help other people.
6. I learned about it through reading and study outside of school.
7. I learned about it by talking to teachers.
8. I learned about it by talking to people outside of school.
9. The wages are high.
10. My parents want me to go into it.

It should be noted that three of these reasons are attributable to the school. These are the teachers, shop and industrial course, and reading and study in school. The other reasons are distinctly nonschool reasons. It is immediately interesting that these three school reasons were of the least importance in determining the vocational choices of pupils according to their answers while the

influence of friends and others outside of school and of parents were of first importance. The greatest consolation derived from the study is that the shop or industrial course, intended in Minneapolis to be exploratory, appeared to have influenced the junior high school boys more. In general school influences appeared to be of but little importance in either type of organization.

The last of the peculiar functions of which some evidence shall be cited is that of securing the conditions for better teaching. Some of the conditions claimed are: Better salaries for teachers, specialization of teachers through departmentalization of instruction, better vertical correlation of subject matter, and adequate provision through lengthened class periods for supervised study.

#### *Salaries Lower than in Senior High Schools*

It is well known that the salaries of junior high school teachers are intermediate between those of the elementary and the senior high school. They are sometimes equal but never greater than in the senior high school. The fact of departmentalization is apparent in varying degree in most junior high schools. The advantages accruing from it are not evident. Better vertical correlation of subject matter would be difficult though not impossible of measurement. The information which we shall cite has particularly to do with the provisions for supervised study.

Pertinent data has been recently reported by Mr. C. L. Cushman. The data were gathered by questionnaire from 63 junior high school systems in the cities of 75,000 or more in population. In summary his data show that the typical junior high school day is six class periods, or 300 minutes in length. The periods are of 50 minutes and the teachers teach five of the six periods. In 90 per cent of the systems the class period includes both recitation and supervised study and in 80 per cent of the systems the teachers have no definite time assigned for class preparation. Only 15 of the systems provide class periods of 60 minutes and one provides 70 minutes through double periods. Nineteen of the systems have 45-minute periods or less.

#### *Class Periods Are Appreciably Longer*

It appears at once that considerable progress or change has been made from the class period of 25 or 30 minutes typical of the older organization. These conditions for teaching, coupled with the obvious departmentalization and teacher specialization, are undoubtedly better for teachers than the traditional one-teacher-per-grade organization. We question, however, how much can be done in the way of systematic supervised study even with class periods and a school day of the



nature of those reported. Data collected in Minneapolis upon the disposition of the class time with 60-minute periods in a large number of recitation periods showed a wide variation in practice as regards supervised study by teachers who were instructed to use the period to the best advantage. The typical disposition of the class time was found to be 10 minutes of assignment, 30 minutes of recitation, and 20 minutes of supervised study in that order.

#### *Time for Supervised Study Not Enough*

This brief statement of the conditions with respect to supervised study raises several important considerations in regard to the scheduling of the junior high school day. Is 20 minutes of study sufficient for a 30-minute recitation based upon a 10-minute assignment, and if not where in a crowded junior high school day does the pupil compensate for his incompleting assignment? The problem of the junior high school pupil becomes more complex when we consider that he will have four or five of such incomplete preparations during the course of a day, which he will, in all probability, be compelled to carry home for study, or meet his teachers the following day unprepared.

If this is the situation with the 60-minute class period what can be done in the 75 per cent of the school systems that have less than 60 minutes time allotments? Thus the conditions for teaching as concerns scheduling the school day appear not to be ideal. The situation might be remedied by lengthening the class period to 70 minutes. This proposal would probably not be acceptable at once to all teachers and parents unless the number of class periods per day be reduced to five. As a matter of fact the number of class periods for the typical junior high school program of studies can be reduced to five and a period adequate in length for supervised study can be provided. It appears, however, that this is seldom or never done. It is equally apparent that if the superior advantages claimed for supervised study are to be realized some radical departures must be made from the current practice of junior high schools.

#### *Much Remains to be Done*

This limited survey of whether or not the junior high school is accomplishing certain of its peculiar functions seems to indicate a negative reply, and that the situation is not encouraging. Although such is far from our belief, we are convinced, nevertheless, that much remains to be done. If investigations were made of other of the peculiar functions, economy of time, recognition of individual differences, etc., perhaps more favorable results would be found. Fragmentary

studies of these functions, however, indicate the contrary.

Enough has been cited, we believe, to justify the major contention of this paper. It is that little may be expected in the realization of these purposes unless specific provision is made in the organization of the school for their accomplishment. Many schools have adopted the name of junior high school and some of its external features, such as centralization, departmentalization, promotion by subjects, and even new buildings and equipment, without changing materially the content of their courses and methods. The changes made may be worth while. If we desire better scholarship of pupils, however, it appears that the course of study and methods must be reorganized; if we desire better retention of pupils, provision must be made for guidance and adjustment to the needs of the pupil about to leave school, and before he has gone; if we desire to influence the educational and vocational choices of pupils, we must provide counselors with trained assistants and an organization which makes contact with the individual student; if we desire the conditions for better teaching we must break from the traditions of textbook recitation-study methods.

Instances are not few in which these and other provisions are made for the realization of purposes. In many schools certain school officials or committees are made responsible for the realization of specific functions. This is especially true of retention or attendance of pupils, guidance, vocational education, and the social program, but such provisions are by no means general even in high schools called junior. To the extent that such special provision is made and to that extent only may we expect to realize our purposes.



### Hard to Change Written Language by Decree

Difficulty has been encountered in Turkey in carrying out the order of the Turkish Government for use of Latin letters instead of the Arabic as the medium for written and printed text. It is reported that drastic measures have been employed to enforce the order in Constantinople and the Turkish Black Sea littoral, and that the ministry of education has issued a circular warning all officials that they must without delay learn to read and write the new characters. It is stated that the reform is not proving as popular as was anticipated, that the press is having difficulty in setting up the new characters. Reopening schools was postponed on account of the lack of textbooks printed in the new type, and because of the lack of proficiency in the new alphabet on the part of teachers.

### Vocational Guidance from Authoritative Sources

As part of a "Find-Yourself Campaign" in the Yakima (Wash.) High School an evening dinner was given in the school cafeteria, and conferences on the choice of a vocation were held between 45 professional and business men of the city and about 110 boys whom the business men had consented to counsel. Self-analysis questionnaires had previously been filled by the boys. These were classified according to vocational choices and, with pertinent information, were given in advance to the counselors.

Following the dinner short talks were made, and the company broke up into groups which met in different rooms for informal conference. No counselor advised any boy to enter a certain field, as it was thought best to allow the boys to make their own decisions. The boys welcomed the opportunity to get first-hand information concerning qualifications required and the general outlook in the vocations in which they were specially interested; and the men who gave their services heartily cooperated. The questionnaires and the results of the interviews were recorded and filed in the principal's office for future reference.



### Ecuadorians Urged to Patronize Public Schools

Handbills setting forth the advantages of education and advising parents to send their children to public schools were distributed recently by school authorities in the Province of Pichincha and its principal city, Quito, Ecuador. Parents were reminded of the law requiring school attendance and of the provision by the Government of attractive school buildings, free books, and, in many places, free lunches. Additional advantages cited were the high type of education offered, free industrial and home-economics training, and careful attention to the health of children, including a weekly bath under school supervision.



A model school library has been installed in the new Alexander Hamilton Intermediate School, Seattle, Wash. Room, furniture, and general equipment were supplied by the school board. The public library board supplied 3,000 carefully selected books and provided the services of a trained and experienced children's librarian. It is hoped that operation of the model library for two years will demonstrate its usefulness, and lead to the installation of similar libraries in all school buildings of the city.



# New Books in Education

BY MARTHA R. McCABE

*Acting Librarian, Bureau of Education*

ARNETT, TREVOR. Teachers' salaries in certain endowed and State-supported colleges and universities in the United States, with special reference to colleges of arts, literature and science, 1926-27. New York City, General education board, 1928. 83 p. tables, diags. 8°. (Publications of the General education board. Occasional papers, no. 8.)

This report brings to date a previous study made in 1921 by the same agency, and its conclusions are as follows: (1) The average salary of teachers in the 302 higher educational institutions considered increased 29.8 per cent from 1919-20 to 1926-27, meaning a real increase, as the teachers receive more money for their services, and the purchasing power of the dollar has increased as well; (2) a large number of teachers, 66.5 per cent, supplement their regular salaries by earnings from additional work; and (3) the increase in salaries has added to the financial burdens of the institutions considered, which they have met by raising tuition fees 70.5 per cent over 1919-20, and by an increase in endowment of 82.9 per cent.

COLE, ROBERT DANFORTH. Private secondary education for boys in the United States. Philadelphia, Westbrook publishing company, 1928. xiii, 353 p. tables, diags. 8°.

In this extensive report of the subject, the author offers his definition of private education to be that which involves a payment to the school, or the organization governing the school, for tuition, or tuition, room, and board. It also means that education which is not under the direct administrative control of the public-school authorities. A number of types of schools are described, namely: Boarding and day schools, country day schools, college preparatory schools, sectarian and nonsectarian, military schools, negro schools, etc. Three new private school foundations are described, and the place of private schools in American democracy is discussed, as well as the legal basis and legal restrictions of organization and administration. A classified list of the different types of private schools is given, and extensive bibliographies.

COUNTS, GEORGE S. School and society in Chicago. New York, Harcourt, Brace & Company [1928]. viii, 367 p. 8°.

This book is not only concerned with the experiences of public education in Chicago, culminating in the recent upheaval in the school system of that city, but also as a study and analysis of the forces which have a bearing on the administration of education in the industrial society of any large city. It presents a picture of the situation in a city where the annual expenditure is \$70,000,000 and the services of 15,000 men and women are required. The internal and external problems of management are difficult; within, being the perpetual struggle for power among the teachers, superintendents, boards of education, etc.; without, being the social groups and forces seeking to gain privileges, or to advance some special point of view. The writer presents many aspects of the relation of schools to society, and attempts to set forth the play of social forces on the school in such a way as to be enlightening to students of education and to various officials and social groups.

DORRIS, ANNA VERONA. Visual instruction in the public schools. Boston, New York [etc.], Ginn and company [1928]. x, 481 p. illus., front., tables, diags., maps. 12°.

The author, who is the head of the department of visual instruction in the State teachers college, San Francisco, and also an instructor in visual education in the University of California, extension division, presents her study in three parts. Part I gives the background to enable the teacher to use all sorts of visual materials as aids in teaching situations. Part II deals with modern methods of education, particularly the practical ways and means of using visual materials for enriching the curriculum. Part III discusses the training of teachers in the larger use of visual instruction. Two appendixes contain information as to sources of material and apparatus for visual work, and sources of illustrative material for teaching the subjects of the curriculum. The author's statements are based on actual experience with children of all ages.

DRUM, WARREN NEVIN. A preview of teaching. Boston, New York [etc.], Ginn and company [1928]. vii, 338 p. tables, diags. 12°.

The book is intended to be, as the title suggests, introductory to teaching. It has a two-fold purpose: To give the teacher-to-be a real view of the modern theory and practice of teaching; and to find the field of teaching in which he is fitted to specialize. Chapters are devoted to educational psychology and human behavior, to curricula and courses of study (which the author defines), and to choosing a field for specialization; etc.

EDWARDS, R. H., ARTMAN, J. M., and FISHER, GALEN M. Undergraduates; a study of morale in 23 American colleges and universities. Garden City, N. Y., Doubleday, Doran and company, inc., 1928. x, 366 p. tables, chart. 8°.

The Association of American Colleges suggested the study here presented, which was undertaken by the Institute of Social and Religious Research. An advisory committee of a score or more of prominent officials connected with institutions of higher education engaged in the study, which was actively carried on by a small group of investigators. The analyzing of the assembled data was done by the authors of the volume, together with the laborious task of interpreting the findings and presenting the facts. The problems peculiar to college life are discussed, namely: Student grouping, fraternities and sororities, extra-curricular activities, athletics and physical education, relations of men and women, student government and honor systems, questions of moral and religious practices and beliefs, religious provisions and agencies, the faculty, etc. The study was made of 23 colleges and universities in the Middle West and East.

ELLIS, ROBERT SIDNEY. The psychology of individual differences. New York, London, D. Appleton and company, 1928. xxiii, 533 p. tables, diags. 12°.

To the question why people behave as they do the author adds the question "why each one behaves like himself and no one else." As there is wide interest in the subject, an attempt has been made

to supply necessary foundation material before discussing the problems, the methods, the results, and the applications of the psychology of individual differences. The point of view has been threefold, biological, experimental, and statistical. Differences in acquired traits have been included, although differences in native traits is the field primarily considered.

HOLLINGWORTH, LETA S. The psychology of the adolescent. New York, D. Appleton and company [1928]. xiii, 259 p. tables, diags. 12°.

The book is intended primarily for the use of parents and teachers, but also for the adolescents themselves. In the author's long experience in this line of work, she considers that none have been more eager to pursue the study than students in the later years of adolescence. The volume is offered not as the final word upon the subjects treated, but rather as a statement of the problems that are universally common to adolescents, under conditions of to-day.

ORLEANS, JACOB S., and SEALY, GLENN A. Objective tests. Yonkers-on-Hudson, N. Y., and Chicago, Ill., World book company [1928]. x, 373 p. tables, diags. 12°.

New terms and phrases are coming into use as we leave old customs behind. One of these is the term "objective tests" used when meaning a new form of examination in a school subject. The term "school examination" has gone out with the old practice, and the new-type tests are termed "objective tests." The book brings out the theory and principles of testing for the improvement of examinations, and to supplement measurement with standard tests. The authors describe each step in an objective-testing program, and give in detail the methods of treating and interpreting test scores. The book is intended for the use of teachers, and also as a basic text, or a reference text, for courses in standard testing, or in general teaching methods.

PHILLIPS, BARBARA E. The use of modern literature in high schools. Boston, The Gorham press [1928]. 113 p. 12°.

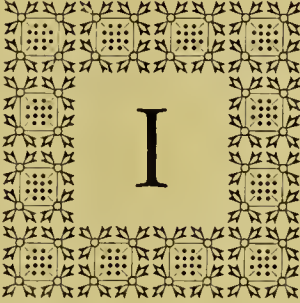
The writer, who is a high-school teacher of English, thinks that teachers should not shut their eyes to the beauties of modern literature, although studying and teaching the classics. The more vitally a person is interested in contemporary literature, the more vitally he becomes interested in standard literature, and through it, his tastes may be cultivated. A frank, open-minded consideration of the writings of our own times will accomplish much good. Suggestions are given for a number of projects and devices, with tests for the methods used.

REEVES, CHARLES EVERARD, and GANDERS, HARRY STANLEY. School building management; the operation and care of school plants. New York, Bureau of publications, Teachers college, Columbia university, 1928. xiii, 395 p. illus., tables, diags. 8°. (School administration series, edited by George D. Strayer and N. L. Engelhardt.)

This study was undertaken because of the thousands of large and costly school buildings provided by the public, and the need of adequate operation and care by responsible and trained school janitors and janitor-engineers. The purpose was to aid both school administrators, who have charge of public-school buildings, and the janitor-engineers, who are responsible for their management. Many problems are discussed, including the training for such service and the salaries paid.



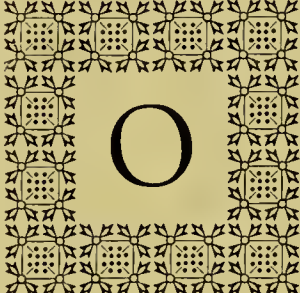
CULTIVATION OF VIRTUE THE  
TRUE AIM OF EDUCATION ~ ~

T IS VIRTUE, direct virtue, which is the hard and valuable part to be aimed at in education. All other considerations and accomplishments should give way, and be postponed, to this. This is the solid and substantial good, which tutors should not only read lectures, and talk of; but the labor and art of education should furnish the mind with, and fasten there, and never cease till the young man had a true relish of it, and placed his strength, his glory, and his pleasure in it. ¶ As the strength of the body lies chiefly in being able to endure hardships, so also does that of the mind. And the great principle and foundation of all virtue and worth lies in this, that a man is able to deny himself his own desires, cross his own inclinations, and purely follow what reason directs as best, though the appetite lean the other way.

—JOHN LOCKE



RELIGION IS THE FOUNDATION  
OF ENLIGHTENED CIVILIZATION

UR DOCTRINE of equality and liberty, of humanity and charity, comes from our belief in the brotherhood of man through the fatherhood of God. The whole foundation of enlightened civilization, in government, in society, and in business, rests on religion. Unless our people are thoroughly instructed in its great truths they are not fitted either to understand our institutions or to provide them with adequate support. For our independent colleges and secondary schools to be neglectful of their responsibilities in this direction is to turn their graduates loose with simply an increased capacity to prey upon each other. Such a dereliction of duty would put in jeopardy the whole fabric of society. For our chartered institutions of learning to turn back to the material and neglect the spiritual would be treason, not only to the cause for which they were founded but to man and to God.

—CALVIN COOLIDGE



Library

January  
1929



COUNTY BRANCHES OF THE FORT WAYNE (IND.) PUBLIC LIBRARY ARE WELL KEPT AND ATTRACTIVE

U. S. GOVERNMENT PRINTING OFFICE: 1929



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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue through this volume at least. Miss Emeline S. Whitcomb, specialist in home economics of the Bureau of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. Laura Underhill Kohn and Mrs. S. M. N. Marrs, the achievements of the National Congress of Parents and Teachers are to be set forth in an important series which began in a previous number and are represented in this issue by the contribution of Doctor Butterworth. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. Some of them have already been published. Others are expected from: Sarah B. Askew, librarian, New Jersey Public Library Commission; Lillian W. Barkdoll, school and reference librarian, Washington County Free Library, Hagerstown, Md.; Margaret E. Wright, in charge of county department, Cleveland Public Library; Charlotte Templeton, librarian, Greenville (S. C.) Public Library; Carl H. Milam, Secretary American Library Association. These papers and others upon this subject will be in future numbers. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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No. 5

## Progress and Problems of Secondary Education in California

*A Multitude of Features Professionally Profitable to Workers of Other States. Three-Fourths of the Children of High-School Age Attend High Schools, and 95 Per Cent of Them Attend Public High Schools. Thirty Public Junior Colleges Maintained in California. Large Number of Surplus Teachers in State Tends to Elevate Standards*

By LEONARD V. KOOS

*Professor of Secondary Education, University of Minnesota*

FROM A SOJOURN of three months in California devoted to a study of her provisions for education, particularly those on the level of the secondary school, one is certain to carry away a host of impressions and types of information. A major difficulty in preparing a brief article based on these materials is to select those that are likely to prove at once interesting and professionally profitable to educational workers in other States. One alternative open to the writer would be to essay descriptions of the incidental but nevertheless significant products of visits to schools during the progress of the sojourn, such as contacts with outstanding leaders among administrators and teachers, remarkable developments of particular departments in this or that school as in music or art, notable instances of student personnel and guidance programs, or inspiring examples of school architecture. California has its full quota and more of these. A second alternative, the one which seems preferable, is to draw upon certain of the materials of the survey proper, even if they are less picturesque than descriptions of the former type. This will be done not so much with the purpose of reporting recommendations as to disclose the larger and newer

problems faced by those who direct the destinies of secondary education in California. The phases touched upon will correspond for the most part with the outline of the survey, which dealt with the growth of secondary schools, the types of districts and schools, higher education as affecting the secondary schools, students, curriculum, teaching staff, and financial problems.

### *Highly Popularized Public Secondary Education*

Because of our general acquaintance with the rapid growth of population in the State, there is no need of reviewing the facts more than to point out that they must be anticipative of mounting high-school enrollments. These enrollments rose in public high schools, grades 9 to 12, from 3,548 in 1889-90 to approximately 200,000 in 1926-27. In proportions of the population of high-school age—that is, 14 through 17 years of age—this is an increase from 4.1 per cent to 74.8 per cent, or approximately three-fourths. This proportion is larger than for any other State. Those in charge of these schools were thus faced with the problem not only of accommodating rapidly increasing numbers but also of adapting the program to a less and less selected student body.

Over the same period the proportions which those enrolled in private secondary schools were of all secondary-school students decreased from more than 70 per cent to less than 5 per cent, prompting the conclusion that the problem of secondary education in California is almost exclusively the problem of public education.

A feature rather distinctive of the secondary-school situation in California is the union high-school district, authorized by the union high-school law of 1891, after the enactment of which began the rapid development of public secondary education to which reference has been made. Fully three-fourths of the approximately 300 districts maintaining high schools in the State are of this type. With occasional exceptions only (owing to consolidations since their organization) these union high-school districts include within their borders two or more elementary-school districts. For a sample of 65 union high-school districts studied intensively on this score the average number of elementary districts exceeded 8, one of the high-school districts containing as many as 56. The inevitable positive result of such a district organization is larger and stronger high schools. A comparative study of the distribution of high schools by size of enrollment puts California in a favorable light.

### *Reorganization of High Schools in Cities*

There are, however, negative outcomes of such a district organization. One of these is the slow progress of junior high-school reorganization. To California goes the credit of having established the first junior high schools. Moreover, this reorganization has made large strides in city school districts, so that one may report that by 1925-26 for the State as a whole more than a third of all pupils enrolled in grades 9 to 12 were in reorganized schools. However, most of this reorganization has taken place in the city school district where schools on both

Based on data and findings presented in "Secondary Education in California—The Report of a Preliminary Survey," published by the State department of education, Sacramento, December, 1928. The preliminary survey was made possible by an appropriation by the State legislature supplemented by a grant from the General Education Board. Publication of this article is sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson, chairman; C. A. Jessen, secretary.



elementary and secondary levels are under the control of a single board of education. It is unusual for junior high-school reorganization to be effected within union high-school districts, in which this requires the cooperation of separate boards controlling schools on the two levels. There are other evidences of a lack of official cooperation between separate boards in control, within the same territory, of schools on these two levels.

#### *California Leads in Junior Colleges*

Those conversant with developments in secondary education are aware of California's progress in junior-college education. There are more public junior colleges and many more students in public junior colleges than in any other State. Not counting those in teachers' colleges, there were 30 such public units in operation during 1927-28. They are variously organized, especially as concerns their relationship to the high-school years below. Five of the 30 were completely or almost completely separate from high schools below in housing, administration, and staff; 2 were distinctly separate but on the same site as the high school while under the same principal; 12 were partially separated but housed with the high school and under the same management; 10 were more or less completely merged with and in some instances hardly distinguishable from the high school itself; and in only a single school was a systematic effort being made to work out an integration of the junior-college years with the upper years of the high school below, with the aim of associating the lower years of the high school with the junior high-school unit extending through grades 7 to 10, inclusive. This represents a wide variation in types of organization, prompted in some part, without doubt, by an equally wide variation in the working opinions as to the proper plan of incorporating the junior college in the school system.

#### *Difficult to Plan Common Organization*

The solution of the problem of the proper manner of incorporating the junior college in the secondary-school system is complicated by the variety of types of organization of elementary and high school grades below. With secondary-school periods of different length underlying the junior college—some of four years, others of six—it is more difficult to hit upon a common plan of organization of the whole period inclusive of junior-college years. For example, even if one advocates some kind of integration of junior-college years with school years below, he must have some sympathy with the plan to separate the junior college from the high school if attempts to integrate would require joining the junior

college to the full four-year high school, which is the type of high school almost universal in union high-school districts. Until junior high-school reorganization is effected in these districts there will be serious hindrances to a redistribution of years that will foster integration of junior-college with upper high-school years.

This problem of the proper plan and organization of the junior college is complicated further by the aspirations in certain quarters to extend this new unit upward to include also the two remaining years of our traditional four-year college. Where entertained this aspiration would be almost certain to emphasize the desire for separation. The impending reorganization of secondary and higher education in this country is not favorable to the establishment of traditional four-year colleges on public foundations, but instead leans toward the termination of the junior-college period as the conclusion of the period of general education, and the present third college year as typically the beginning of the period of advanced academic and professional specialization. Evidence at hand indicates that California is reflecting the influence of the same forces as are operative throughout the country.

#### *Important Factor in Higher Education*

The accelerated development of the junior college in the State should make it possible to effect reorganization of public secondary and higher education along these lines sooner than elsewhere. Of the almost 28,000 students enrolled in work on the level of the first two college years in 1926-27 in all institutions in the State almost a fourth (24.2 per cent) were enrolled in the public junior colleges (not including teachers' colleges). This is an increase from 4.2 per cent in 1919-20. It is apparent that the junior college must now be taken into account in planning the organization of higher education in the State.

Given the high degree of popularization of education on all secondary-school levels—junior high school, high school, and junior college—in the State, wide variation in ability and interest must also obtain. This wide variation in turn calls for a broadened curriculum. Analysis of the offerings in junior high schools of the State shows commendable progress toward enrichment. The offering in the seventh and eighth grades of unorganized schools (that is, systems still operating on the 8-4 plan) is much more restricted. The logical recommendation is for the extension of junior high-school reorganization to areas in which it is not yet operative. As indicated above, this is characteristically not within city-school but within union high-school districts.

The curriculum situation on the high-school and senior high school level is much more conducive to recognizing the high degree of popularization referred to. This has been brought about in considerable part by the presence of the union high-school district which, as was pointed out above, has made for typically larger and stronger high schools than will be found in most other States. However, California is not without its small high schools. The existence of some of these, at least in view of their proximity to larger schools and facilities for transportation, might be difficult to justify. In these smaller schools the offering must be more restricted and therefore serve less well the needs of popularization.

#### *Faces a Difficult Curriculum Problem*

The junior college, in no small part because it has only recently joined the family of school units in our evolving educational system, faces a most difficult curriculum problem. Being a local public unit and in its essence an instrument of democratic education, it admits all high-school graduates, contrasting in this respect with most higher institutions of the State, which follow some selective basis of admission. The distribution of "college aptitude" is therefore much wider typically for students in junior colleges than for those in colleges and universities. At the same time these junior colleges have no other curriculum precedents than those provided by the typical higher institution whose curriculum was worked out with selected students and which look to service only to those students who continue beyond the junior-college level. Although junior-college authorities in the State are conscious of the problem and individual junior colleges are turning serious efforts to its solution, analysis of the junior college offering in the State as a whole shows that it is still largely unsolved.

#### *Transferred Students Do Well in University*

Before leaving the subject of students in junior colleges it is desirable to draw briefly on a study of the success of junior-college transfers to Stanford University reported by Dr. Walter C. Eells, in which he found that after the first quarter of residence these transferred students had an average scholarship measure superior to that of "native Stanford" students—that is, those whose first two years of residence had been at Stanford. It is clear, however, that these transfers from junior colleges are highly selected as compared with the great body of junior-college students.

The curriculum problems to which reference has been made and the evidence



touched relating to the wide variation in ability brought on by the high degree of popularization of education on all these secondary-school levels prompts mention of the need of a vigorous development in such a situation of programs of student personnel and guidance activities. During the progress of the survey a number of instances of constructive programs were encountered, but, as in other States, there is need of more general utilization of such means in the way of guidance as are at hand.

#### *The Teaching Staff*

As is rather generally known, standards of preparation and certification of teachers in California compare favorably with those in other States. Elevation of standards has in considerable part been made possible by a surplus of teachers on the various levels. This surplus in recent years may be illustrated by drawing on a comparison of teachers credentialed and vacancies filled in 1926-27, made by a member of the State department of education, Miss Ruth M. Eakin. Her study shows that the percentages which vacancies filled were of numbers of teachers available for the "general secondary," "special secondary," and "general junior high-school" credentials, respectively, were 45.5, 17.6, and 7.2. (1) The large surplus of teachers with special credentials (in "special" subjects), the requirements of which are lower than for the general credential, suggests further elevation of standards for teachers in these fields. (2) The small proportion of teachers with junior high-school credentials placed is explained by the applicability of the general secondary credential to junior high-school teaching. Most of the appointees to junior high-school positions hold the higher credential.

#### *Standards of Training Relatively Satisfactory*

The only serious question to be raised here is whether those holding the higher credential should be permitted to teach in junior high schools without submitting evidence that their programs of training have included recognition of the special problems of the junior high school. On the assumption that the general secondary credential usually represents five years of training beyond the high school and the junior high-school credential four years, the standards as to extent of training may, as compared with conditions in other States, be regarded as relatively satisfactory.

A special study was made of the staffs in the junior colleges, the data being gathered from 98 per cent of all junior-college teachers in the State. One of the many types of evidence gathered relates to advanced degrees held. It was found that 62.4 per cent of "academic" and 22 per

cent of "special" teachers held masters' as the highest degrees. Only 8 per cent of academic teachers held the doctor of philosophy degree. The situation as to degrees held is not flattering. However, a study of periods of graduate residence discloses a more favorable situation, since these are shown to be 2.3 and 2 years for men and women academic teachers and 1.2 and 1 year for men and women special teachers. It may be inferred that, by their periods of residence, teachers in junior colleges have been endeavoring to compensate for their inadequacies of preparation for this work. Space is not at hand for reporting additional data concerning junior-college teachers. The statement should nevertheless be made that there is need of mapping out and offering a training program for teachers on this level, a program that will take all desirable cognizance of teaching responsibilities of the junior-college staff on the high-school levels below. It is to be seriously doubted whether either the master's or doctor's degree will serve our purposes, since the preparation for the former is admittedly too brief and that for the latter over-stresses certain requirements that may in part unfit the candidate for junior-college teaching and at the same time under-stresses other qualifications.

#### *Financial Problems*

It may be said from evidence at hand that, as in other States, there are great variations in ability of districts to support secondary education on its various levels and that, also, as in other States, present bases of apportionment of State contributions do not adequately equalize the local burdens of school support. That many union high-school districts face acute financial problems is suggested by the large proportion whose local levies are at the present legal maximum. These problems are not peculiar to secondary schools, as is evidenced by the large proportion of elementary districts within the union high-school districts likewise levying the legal maximum. At the same time, a second large group of elementary districts make no local levy, which suggests that the State apportionment on this level fails adequately both to equalize local burdens or to stimulate local effort. While the program of aid to junior colleges is generous as compared with other States, there is no doubt of the need of studying the whole financial problem, in conjunction with the problem on the school levels below, with the aim of effecting a proper revision of the basis of apportionment and local support.

A definite impression derived by the writer from his visits to schools in the State, but even more from the bodies of data scrutinized while preparing the report of the survey, is that, although the domi-

nant problems disclosed often fall in the same general areas as is true elsewhere, they are somewhat peculiar to the stage of progress of secondary education in California; and this stage of progress is in a number of respects in advance of what is characteristic elsewhere. This inference may be drawn even from the foregoing brief presentation. The degree of popularization of education on the secondary level, with all its attendant problems, is higher.

#### *Union High Schools Obstruct Reorganization*

The union high-school district has hastened the arrival of the large and strong 4-year high school, but at the same time obstructs the advance of junior high-school reorganization, which has already captured most of the other educational strongholds of the State. Popularization and the advent of the large and strong high school has accelerated the development of the public junior college, which is now at a stage where it insists on an answer to the question of what is to be its logical and ultimate place in the organization of the system. The high degree of popularization just referred to requires an adaptation of the curriculum on the several levels, with the need even more urgent on the junior-college level than on the others.

With requirements for entering the teaching profession typically higher than elsewhere, issues in this field are somewhat advanced. Especially insistent for answer is the question of the proper preparation of teachers for junior-college work. Financial problems naturally reflect the problems in other areas of the total school situation. Without doubt California secondary education shares in the conventional problems of schools on the same levels in other States, but its advances in the respects listed are themselves provocative of new problems which are, for the time being, somewhat peculiar to this State. Solution of these new problems in California will assist in their solution when they emerge in other States.



James C. Burns, born in 1850, in Green County, Pa., began to teach at the age of 16, and is still teaching. In his 62 years of service he has been a country-school teacher, a private-school teacher, a village-school teacher, a superintendent of city schools at Monmouth and at Macomb, Ill., and a teacher in the State Normal School at Macomb, Ill.



Polish language is taught in the Hamtramck (Mich.) High School. Nearly 56 students have elected the course, for which two credits are allowed by the University of Michigan.



# Equal Library Privileges Provided for the Farm and for the City

*Public Library of Fort Wayne and Allen County Extends to Every Citizen the Same Opportunity to Enjoy Books. Gifted Story Teller Visits All the Schools of the County, and Her Visits Are Eagerly Anticipated. Diplomas are Awarded to Children for Reading in Vacation. Monthly Library Bulletin Is Sent to Every Teacher*

By BERTINE WESTON

*Public Library of Fort Wayne and Allen County, Ind.*

THE PUBLIC LIBRARY of Fort Wayne and Allen County strives to supply the people outside the city of Fort Wayne equally with those within the city with books which they may use and enjoy. The county department of the library is maintained by a levy made by the county commissioners for furnishing books and magazines to residents of Allen County. Its service is free in five distinct forms to all residents and property owners of the county.

It is the aim of the county department to extend to every child in the rural schools

the same privileges that are extended to the city children. At the beginning of each school year the teachers in the county are requested to report the number of pupils and grades in their schools and the nature of the books desired for home and for class-room use. In ordering books for the county schools the county department uses the Indiana State course of study as a basis, and after the grades and number of pupils in each school are known collections are made up with reference to the teachers' special requests. Each semester these books are changed, so that

twice a year each public school in the county receives two well-balanced collections of books, which average from one and a half to two books per pupil.

During the school year as many of the rural schools as possible are visited and stories are told to the children. It is a time of rejoicing when the children of a rural school see the library car drive up with the story-teller. In one school, Jefferson No. 9, the story-teller had promised that the next time she came she would tell them the story of "Raggylug." She made the promise on a visit in the spring



Children of the county schools look forward with eagerness to the "library hour"



when she had not time to tell the story, because she was due at one of the branches for the regular monthly story hour. This fall an out-of-town visitor wished to see some of the work done in the county schools and a special trip was made into

told also that they might win a "gold star diploma" by reading 20 books, but if they read only 10 they would receive the good books diploma, as usual. A total of 223 children received diplomas this fall when school opened, and of this number,



Children never tire of stories that the library assistant tells them

the county. The story-teller, who is the assistant in charge of schools, went with the county librarian on this trip. As the library car drove up in front of this school the children were at recess. Immediately there was silence and then the following breathless conversation was heard:

"No, it isn't."

"Well, it is. I guess I know."

"Anyway she isn't there—WHY SHE IS!"

And with a shout the youngsters gathered around the story-teller with the hesitant request for the promised story of "Raggylug." Eagerly they asked their teacher to begin school immediately, and before she could even ring the bell they were in their seats waiting for the story.

#### *A Boy's Ideal of a Perfect Day!*

At another school the story-teller one day told the children that she had rather a long story for them and asked them if they thought they could listen for 15 or 20 minutes. They all responded with a decided "yes," and then from one corner a boy burst out, "Why, I could sit here all day and listen to you tell stories."

Each summer the county children are invited to win a "good books diploma" from the public library by reading 10 books from the vacation reading lists prepared and distributed by the county department. This last summer very attractive lists were prepared in the form of a "treasure hunt," and clues were given that the children would find in their books as they read them. This year they were

131 received gold star diplomas, which meant they read every book on the list of their grade. In previous years the number of children receiving diplomas has averaged about 130, and then only 10 books were read.

The attractive make-up of the lists this summer, with the new and interesting hunt for clues, appealed to the children so much that many more than usual entered the contest and finished reading the number of books required for a diploma. When the gold star diplomas were given out there were many exclamations of joy and envy and many a firm determination to read 20 books next summer and win a gold star diploma also. At one school, after the diplomas had been given out, the teacher told the children that she could tell in the fall those boys and girls who had been reading during the summer because their school work was so much better. That night after school five boys and girls went to the deposit station located near and asked if they might begin reading on next summer's vacation lists right then.

#### *Library Instruction in High Schools*

Library instruction is given each year to the four high schools located in towns where there are county branches. The county branches are used as a laboratory for this instruction in the use of the library whenever possible. Instruction is given each semester to the first three year of high school. Freshmen study The Parts of the Book and the Use of the Catalogue and the Library; sophomores have, The Use of the Dictionary in two lessons; and juniors have, The Use of the Encyclopædia and the Atlas. The high schools are closely connected with the



Waynedale deposit collection is in the corner of a store







Huntertown, New Haven, and Monroe—each housed in a separate building erected on a lot presented to the library board by the town and community residents. Each branch is open at regular hours, under the supervision of Miss Margaret Winning, head of the county department, with an untrained local assistant in charge. In each branch is a growing collection of books with catalogue and reference aids. The county branches are closely connected with the main library and there are constant telephone requests for special material. A story hour is held in each branch every month and in three of them the children are sent to the story hour from the schools with their teachers. Many of the rural children come to school by bus, and special arrangements are made by which the children may be excused from lessons once a month to come to the library for stories.

#### *Book Displays Stimulate Interest*

Special exhibits of books are often arranged in the branch libraries and in the small towns where the branches are located. During book week in November a window display was arranged in each town where there is a county branch. This year the display was arranged around a map called "book lover's map of America," and brightly colored strings connected each book with either the place it was written about or the home of the author. All displays, holiday exhibits, and bulletins are arranged for and made at the main library.

Besides the four county branches, book collections have been placed in 17 neighborhoods. These deposits operate as small public libraries and are located in stores, post offices, filling stations, private homes, and other places convenient for the community. One deposit station is in the Farmer's Equity Exchange, a ramshackle building beside the railroad tracks. The book collections in the deposits vary from 100 to 600 books, according to the needs of the community. Each month an assistant from the county department visits each deposit station, takes a count of the circulation for the month, weeds out the books that have served their time in the community, and leaves a fresh supply of books to last until the following month.

#### *Contact Maintained With Communities*

These trips to the county deposits are full of interest and make a close contact between the county department and the communities they are serving. At one deposit visited this month the person in charge told about a little girl who regularly each week walks more than 5 miles to the library deposit to carry a basket of books back to her family. Another com-

munity has been so interested in reading *Mother India* and *Son of Mother India* that they pass the books from one neighbor to another, always telephoning the deposit so that a record can be kept of where the book is. At a deposit in a combination lumber yard and post office one man reads everything and is constantly asking for new books. Not long ago he was much interested in the story of *Paul Bunyan*, and when the circulation count was taken it was found that his enthusiasm for the book had made many other men interested in these tales of the Great Blue Ox. At the Tillman deposit, in a small country store, many people prefer to get their library books when they buy their groceries rather than get them from the branch library.

#### *Railroad Workers Are Great Readers*

In a little town named Edgerton only a small collection of books is placed in the combination post office and store, because there is not the demand for them. On one trip to change the books in the deposit the assistant found practically every book gone from the shelves and men standing around waiting for more. The explanation was a gang of railroad workers who had been laid off in this town because of bad weather and had found the deposit station with its books a more pleasant place to spend their time than in box cars. Unfortunately this boom in reading did not last, and after the railroad men left the deposit settled back into its quiet life.

The Woodburn deposit is now in the act of transition. It is nearer to a branch library than any of the other deposits. Until last year this deposit was housed in the town hall, but as the town jail was also housed here, it was not always a pleasant place for readers. Now it has a separate one-room store building and a more or less permanent collection of books.

#### *Obtain Books and Supplies Twice a Week*

The branches and deposits draw their readers from 10, 15, and 20 miles. Many of the people make a trip to town once or twice a week for supplies and stop to get their books as regularly as their supplies.

Reading lists and skilled guidance on the best books on specified subjects may be had from the county librarian. Reference questions come in not only from the branches and deposits but also from individuals. Unless the library car is going through the place from which a request comes, the books desired are mailed out in answer to every request or reference. Not long ago two fur farms were established in small towns in the county. Requests for books on this subject began to come in, so several fur books

were placed in the deposits near the farms to answer the demand. The county department thus tries to anticipate book demands as far as possible.

Many of the farmers come into Fort Wayne to sell their products on market three times a week and at this time visit the main library for the books they wish. Such a one is a man who has developed pansy growing as a hobby and comes in regularly every Saturday morning to borrow all the books he can find on this subject and other subjects of interest. A minister in a neighboring town, not near a large collection of books, plans to spend at least one-half day a week at the main library in order to keep in contact with the latest books. Clubs are constantly asking help in arranging and working out their programs. At the present time the Harlan Woman's Club is making a Christmas program and the county department is busy searching out the customs of other days and other lands for them.

#### *Coordinates All Library Interests*

One of the chief functions of a county library is to coordinate all the library interests in the county. The Allen County library service offers a service of particular value to every library patron in the county—namely, the privilege of borrowing books of unusual interest or on special subjects from the larger resources of the Fort Wayne Library. Any circulating volume in its collection may be borrowed, and will be delivered to the library or person requesting it. The same borrowers' cards are issued in the county as in the city and may be used with equal freedom. If there is not sufficient material on a given subject the library will call on the State library or other libraries for the information.

There are 192 agencies in Allen County serving the people. During the past year 122,685 books were loaned from these agencies and from the county department office at the main library. There are 6,742 registered borrowers in Allen County, and of this number 2,058 were added in the past year. The county department reaches all parts of the county, and is the connecting link between the main library and all parts of the county outside of Fort Wayne.



Read-a-book-together clubs are promoted by the Library Association of Portland, Oreg. Meetings are held at the library or in homes of members. The only restrictions are that a club shall have at least five members who are library borrowers, who register their names and addresses, and meet twice a month. Books used by clubs are loaned for a longer period than usual, and duplicate copies are available.



## State Superintendents Confer With Officers of Bureau of Education

A FRUITFUL CONFERENCE of the National Council of State Superintendents and Commissioners of Education was held in the Interior Department auditorium, Washington, December 11 and 12. The invitation for the conference was issued by Dr. John J. Tigert while he was still Commissioner of Education, and his plans were carried out with enthusiasm by L. A. Kalbach, Acting Commissioner, and members of the bureau's staff. Thirty-seven States were represented. A few State superintendents who were unable to be present sent their assistants, and some of the superintendents who came brought their statisticians or research workers, so that 50 persons were accredited as delegates.

### *Will Hold Similar Conferences Regularly*

Uniformity of statistics, a perennial topic in such conferences, was the foremost but not the only subject of discussion. School reports to State legislatures and to the people, types of school organization, and educational finance had a full share of attention. The discussions frequently took the aspect of an informal interchange of views upon all sorts of matters of mutual interest, and subjects of wide range were brought in. A few prepared papers were read, and several of the extemporaneous talks were comprehensive and well considered. Contributions by Superintendents Cooper, Cook, Keith, Samuelson, McConnell, Tidwell, and Assistant Superintendent Limp were especially noteworthy. Some of them will be printed in full or in abstract in future numbers of *SCHOOL LIFE*. Superintendents Harris and Butterfield were not present, but both sent papers which were read to the conference. The meeting was essentially a conference, however, and as a conference it was eminently satisfactory—many of the superintendents declared it was "as good a meeting as they had ever held." The general sentiment of satisfaction was expressed in a resolution that the body meet in Washington for a similar conference every alternate year.

### *Bureau's Representatives Closely Questioned*

Superintendent A. T. Allen, of North Carolina, president of the National Council of State Superintendents and Commissioners, presided. Five sessions were held. The first three were begun by a statement of the viewpoint of the Bureau of Education, presented by Acting Com-

missioner Kalbach, assisted by other members of the bureau's staff, especially Dr. Frank M. Phillips, Mrs. Katherine M. Cook, and Emery M. Foster. Then followed the expressions of the State superintendents and commissioners, with frequent questions put to the representatives of the Bureau of Education.

### *Historical Development vs. Uniform Terminology*

Diversity of terminology and of statistical practice in fundamental matters was declared to be an almost insuperable barrier to accuracy in national statistics of education. No generally accepted definitions exist even of such apparently simple terms as "a school," "a rural school," "a consolidated school," "a graded school," and a multitude of complications have come from the reorganization of secondary schools.

Superintendents Samuelson of Iowa, Blair of Illinois, Cooper of California, and others declared the boundary line between rural and urban communities, namely, 2,500 population, which the Bureau of the Census has established, does not apply satisfactorily to the conditions in their respective States. Superintendent Dempsey stated that the laws of Vermont grant certain aid to rural schools of one room, and in practice 1-room schools in the cities receive the aid because it is difficult to distinguish between them. Mr. Blair said that in Illinois 1-room schools are usually farm schools, but some of them are in mining districts, and even in the suburbs of Chicago there are many of them, though the patrons are urban in their occupation and habits. Superintendent Cooper stated that the City of Los Angeles contains more 1-room schools than the county of Los Angeles outside the city.

### *Kansas Communities are Ambitious*

Mr. Allen said that in Kansas cities of the third class are incorporated with from 125 to 2,000 inhabitants. Their schools are under the supervision of the county superintendents; but cities of the second class have from 2,000 to 15,000 inhabitants and their schools are administered by city superintendents independently of the counties in which they are located. Mr. McConnell explained that the Census Office definition could not possibly apply in Minnesota because many independent districts have fewer than 2,500 inhabitants. He said that the term "rural schools" is not used in Minnesota, and the effort there is to forget the distinction between urban and rural schools.

The difficulties described are well recognized in the Bureau of Education, and because of them it has not been possible in general to make hard and fast distinctions in the statistics. But the differences in rural and urban school organization and administration are real, and it is often a matter of practical importance to make the differentiation in border-line cases. A workable definition is, therefore, earnestly sought and though the discussions in the conference did not produce a definite result they were highly illuminating and tended to clarify the situation.

"Consolidated schools" as a statistical item is even more important than "rural schools," for rural schools may be profitably discussed without defining their boundary lines. The development of consolidation, with transportation of pupils to the school from distant homes undoubtedly constitutes the greatest advance in rural-school administration in this generation. It is highly important to record its progress. But the differences of terminology and of practice interpose serious obstacles.

### *Consolidation of Districts Without New Schools*

Superintendent Blair set forth the conditions in Illinois by saying that "consolidation" involves consolidation of districts, but often districts are consolidated—even as many as nine of them—without establishing an enlarged central school. Superintendent Marrs said that in Texas it is impossible to show how many schools are discontinued by consolidation because new schools always outnumber the consolidated ones. Superintendent Cooper stated that "consolidation" in California refers to a matter wholly different from the usual acceptance; but even if the California equivalent, namely, "union elementary school," be used the difference is relatively unimportant because in the California view the essential thing is grading, and consolidation does not necessarily affect that.

Other superintendents set forth the peculiarities of their respective States, all of which tended to create a feeling of hopelessness for the effort to find a thread of uniformity in the maze of diversity. But the fact remains that consolidation of rural schools is a definite thing of the utmost importance and the Bureau of Education must not fail to find a way to present statistics of its progress that convey a real meaning.

### *Bureau's Questionnaires Excite Comment*

The forms for the collection of statistics by the Bureau of Education from State departments of education were presented for the consideration of the conference, with a pamphlet describing the meaning of the several items and the



reports of committees of associations concerned with the preparation and organization of educational statistics. Lively discussion was precipitated, in which Superintendents Keith, Preston, Ford, Ranger, and Dempsey were prominent. Some of the details of the bureau's questionnaires were minutely analyzed, and once more the diversity of practice in the 48 States became apparent.

#### *Committee of Statisticians Created*

The representatives of the bureau earnestly declared that they sought simplicity and uniformity above all things, and urged that if possible agreement be reached that would result in comprehensiveness, accuracy, and promptness in the statistical output of the bureau. It became apparent that detailed discussion by the conference of all the items proposed for collection was not possible, and finally it was decided to constitute a committee of statisticians and research workers to consider the whole matter and to report at the Cleveland meeting in February. Chairman Allen will name the committee after mature consideration.

As a text for the discussion of educational finance an outline of a proposed investigation, prepared by Prof. Fletcher Harper Swift, was presented to the conference by Acting Commissioner Kalbach. He explained that the outline was prepared at the request of former Commissioner Tigert, who felt strongly that a nation-wide study of revenues for education and their apportionment should be made and that all classes of institutions should be included in it. Expressions of opinion were requested from the superintendents and commissioners in attendance.

#### *Desires Federal Appropriation for Education*

Mr. Footc, of Louisiana, presented a paper of Superintendent Harris, in which he advocated a Federal appropriation for education, to be expended solely by State officers. Superintendent McConnell approved the investigation proposed by Acting Commissioner Kalbach, stating that the Bureau of Education could render no greater service. He insisted that the investigation be made with an open mind, without a predetermined conclusion.

Mr. Keith, of Pennsylvania, approved the proposed study provided it be made a fact-finding investigation untainted with the suspicion of a preconceived idea. He discussed the details of the outline, and suggested the omission of certain features and the modification of others. He objected specifically to the inclusion of higher institutions and teachers retirement systems; and he opposed the suggested "formulation of an ideal system of school support in the light

of best current practice," because that savored of the foreordained conclusion to which objection had been made.

The session of the conference on the morning of December 12 was marked by a comprehensive presentation of the school system of Pennsylvania by Superintendent Keith and of that of Kansas by Superintendent Allen. Doctor Butterfield's paper on educational publicity was read by Mr. Pringle, and Superintendent Bond, of Mississippi, spoke at length of the three principal ways by which educational information is conveyed to the people of the State, namely, by pictures, speeches, and the press. "Better school week" is a valuable means of communication, and weekly letters from the State department of education to the press of the State have proved their worth in eight years of experience with them.

#### *Plans to Equalize Educational Opportunity*

Dr. A. B. Meredith and Dr. A. S. Cook were the principal speakers of the afternoon meeting of December 12. Doctor Meredith set forth the Connecticut plan of equalizing the burden of school support and of providing equal educational opportunity for all the children of the State, which was devised by a commission appointed in 1923. Doctor Cook described the Maryland plan of financing schools and described its efficacy in equalizing opportunity throughout the several counties.

A dinner given at the tea house of Grace Dodge Hotel, at which the regular program prepared for the evening was followed, increased the feeling of solidarity among the delegates. The speakers were Supt. R. E. Tidwell, of Alabama, who outlined the plan recently adopted for securing and distributing an increased equalizing fund in his State; Supt. Francis G. Blair, of Illinois, and Commissioner J. M. McConnell, of Minnesota, both of whom discussed possible economies in present practice in the school finance program. At the close of the discussion several guests including Supt. Frank W. Ballou, Secretary J. C. Crabtree, of the National Education Association, and Secretary Shankland, of the department of superintendence, were introduced and expressed their felicitations to the officers upon the success of the meeting.



A series of lectures presenting a general and well-rounded picture of education in the United States will be given this year in Teachers College, Columbia University, New York. The 18 lecturers, all men of outstanding prominence in their special fields of education, include 9 professors in Teachers College, the president of the university, and representatives of higher institutions in 6 States.

## Bureau Inaugurates Research Information Service

The research information service of the Bureau of Education was inaugurated in 1927 to assist research agencies and students to avoid wasted effort and duplication in educational studies. When the service was started letters were sent to all higher educational institutions and other agencies engaged in research in education, soliciting their cooperation. The responses received indicated clearly the need for such a service and willingness to cooperate.

During the past year the machinery for carrying on the work was put into operation. The first step was the compilation of a list of all organizations engaged in educational research. Letters were then addressed to them to obtain reports on all research work recently completed or in progress under their supervision. Cards for reporting such information were forwarded upon request. By March, 1928, 800 cards describing studies in progress had been returned to this office. The cards were assembled according to subject, and the first list of studies in progress was issued in mimeographed form in March, 1928. One hundred and forty-two institutions were represented. Twenty-five hundred copies of this list were issued and distributed. In May, 1928, a supplementary list of in progress studies, representing 58 institutions, was issued and distributed to 1,500 institutions.

In the meantime a classified card list of completed studies for 1926-27 was prepared. This material has been sent to the printer and is expected to be ready for circulation early in 1929. It will include 1,540 titles, representing 255 institutions and organizations.

Material for the bibliography of research studies in education completed between July, 1927, and June, 1928, is now in preparation. A letter requesting data for this list to be furnished not later than January 1, 1929, was sent to all educational research agencies during November. The response has been most gratifying, and already 1,500 cards have been received. Immediately after the first of the year it is expected to prepare this material for printing.

In addition to the list of completed studies, the Bureau of Education maintains a classified list of research studies in education which are in progress, and material for this list is requested. Printed cards for reporting research studies completed and those in progress may be obtained from the Commissioner of Education, Washington, D. C.—*Edith A. Wright.*



Thirteen blind candidates have received degrees from the University of Chicago, eight with honors.



# SCHOOL LIFE

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Editor - - - - - JAMES C. BOYKIN

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JANUARY, 1929

## State Supervision a Leading Factor in Progress

A NEW DEPARTURE in conferences of the chief State school officers of the United States was established by the National Council of State Superintendents and Commissioners of Education when a meeting was called at Washington, D. C., in the auditorium of the Interior Building, December 11 and 12. Beside being significant in its deliberations, the meeting was unique in at least two ways: First, by definite and unanimous action it established the practice of holding annual council meetings separate and apart from the large general education meetings of the department of superintendence and the regular summer sessions of the National Education Association with which former meetings have been associated. This action gives to the important officers represented an opportunity for concentrated discussion of their special problems free from the more or less distracting influences which inevitably prevail at the larger meetings. Second, it initiated a program for the future of holding segregated conferences annually with biennial meetings at Washington, D. C., the off year meetings to be held at places to be selected from year to year.

The 1928 conference was in a large sense a joint conference of the council and the staff of the Bureau of Education. It was arranged by the president of the council, Supt. A. T. Allen, of North Carolina, in cooperation with and at the invitation of the Commissioner of Education. One of its chief purposes was to discuss problems common to the State departments of education in the United States and the Bureau of Education and means of improving their cooperative official relationships.

The Council of State Superintendents and Commissioners of Education grew out of more or less informal meetings of State chief school officers which had been held for a number of years in connection with the annual meetings of the department of superintendence. Throughout the early history of the department, preceding and

up to about 1910, there had been a round table of State and county superintendents held annually but no regularly organized group meetings of chief State school officers as such. In February, 1908, Dr. Elmer Ellsworth Brown, then Commissioner of Education, invited the chief State school officers to meet with him to consider topics of special interest to the Bureau of Education and the several State education departments. The meeting was held in Washington and was related in character to the great meeting of governors of the States held at the White House 10 weeks later. It revealed on the part of the State education offices a strong disposition to strengthen the national office of education and clarified the aim of the national office to accomplish its work through rendering assistance to the State offices. Following this meeting it became the practice of the chief State school officers to meet annually at the regular winter meeting, usually at the call of the Commissioner of Education. An annual dinner was one feature of these occasions. The meetings proved so stimulating and beneficial that in 1920 the group decided on a more formal organization and a change of name. The Council of State Superintendents and Commissioners of Education was the result. Of recent years two meetings are held annually, one in connection with the department of superintendence at the winter meeting, and one in connection with the regular summer meetings of the National Education Association.

Two causes influenced the new departure materially: The increasing importance of nation-wide educational statistics for which the Bureau of Education and the State departments of education cooperatively are primarily responsible, and the ever-increasing complexity and importance of the job of running a State education office.

The importance of and the almost insurmountable difficulties involved in compiling promptly comparable, complete, and accurate statistical information from all the States were referred to by the acting commissioner in his address at the Washington meeting. Around these topics the discussions of the first conference called by Doctor Brown centered. They have been the subject of serious consideration by succeeding commissioners. During the administration of Dr. John J. Tigert as Commissioner of Education a special effort was made to expedite the collection and compilation of the nation-wide statistics which ever since its organization the Bureau of Education has collected and distributed. That each of the several States has voluntarily year after year furnished State-wide statistical information, often involving large outlay of time, and

with a totally inadequate staff, is in itself a tribute to the high professional spirit and devotion to the cause of public education of the officials in charge. With the newly developing status of education as a science and the growing modern practice of using statistical information as bases for all types of improved educational practices the task of collecting and compiling current statistics adequate to meet the growing needs of scientific students of education is of increasing moment.

It is well known to all students of school administration that in our several States we speak in different languages. Until we have a uniform terminology or one that at least approaches uniformity, the problem of acquiring complete and accurate nation-wide educational statistics will remain unsolved. As Mr. R. E. Chad-dock says in his recent book, *Principles and Methods of Statistics*:

*"State lines in the United States prove to be a serious obstacle in the development of comparable statistics.—Each State and locality has been to a great extent independent in the classification and presentation of essential social and economic data. The need is for agreement and for cooperation between statistical organizations in the several States on fundamental facts to be collected, on methods of gathering and analysis, and on the forms for presentation. The problem is largely one of uniform classification."*

State departments of education more and more are meeting it with the establishment of statistical and research divisions or the addition of trained statisticians to the staff. The Bureau of Education has aimed to meet the situation by enlarging and improving its statistical staff, particularly through the employment of field statisticians. These staff members not only familiarize themselves with administrative conditions in the States in their assigned territory but are often able to give some assistance in the compilation and interpretation of data within the State itself, thus facilitating its preparation for the Bureau of Education forms and summaries. The most recent and a significant effort to improve the statistical situation was through the appointment of committees by the department of superintendence and several other organizations interested in work in cooperation with the Commissioner of Education in revising and improving all types of educational statistics. The result of the work of these committees is in part embodied in a new form prepared by the Bureau of Education for the collection of State educational statistics, which was presented to the several State departments for the first time this year. This form was the immediate incentive of the conference discussion on this subject.



The task confronting the Bureau of Education and the several State departments is a large one, yet the difficulties are not insurmountable. This was apparent in the attitude of the chief State school officers as expressed by Superintendent Blair, of Illinois; Commissioner Dempsey, of Vermont; and others, to the effect that a terminology, whether agreed upon by the State officers themselves at this conference or later or set up by the Bureau of Education, would be followed by the different States. The traditional and historic significance of many terms now in use in the several States is fully recognized. Legal terms, too, have been established in many States as a basis for the distribution of funds and other official functions. Yet with the manifest disposition to furnish comparable data even if two sets of forms must be used (as will be essential at least temporarily in some States) and as a result of the appointment of a committee of specialists in educational statistics now employed in State departments to study plans of procedure with the Bureau of Education, one can not but feel that the problem of securing comparable nationwide data seems at last started on its way to a satisfactory solution.

In addition to the discussion of nationwide statistics the conference took up the no less pressing problems concerned with the clearing of general educational information through the State departments of education and the Bureau of Education. Indeed, this is but a phase of the larger question of collecting information, statistical and otherwise.

The program for the second day of the conference was given over largely to the discussion of new demands made by the manifold responsibilities directly concerned with the administration of State departments of education. In spite of differences in administrative organization and in terminology among the States, the chief State school officers have much in common—common problems, common responsibilities, and common ideals concerning public education. The growing realization of this homogeneity is in itself sufficient justification for holding special meetings of chief State school officers. The several State departments of public instruction have evolved in recent years from offices largely business and clerical in their nature to strictly professional ones commanding the prestige and status of the presidency of State higher institutions of learning or the superintendency of large city school systems.

The story of this evolution has not yet been adequately told. When it is, it will make one of the most interesting and momentous chapters in our educational history. Studies going back approximately 35 years show a definite and con-

certed trend toward the centralizing of educational functions and the building up of a professional staff comprehensive enough to cover the entire field of educational specialization within State departments of education. The movement has naturally advanced more rapidly in some States than in others; but it is noteworthy that growth in staff members and in the corresponding number and types of educational functions has been simultaneous and proportional.

Between 1890 and 1925 State boards of education were reorganized or new organizations were set up in 32 States—in general, with a tendency to eliminate political considerations and build up professional ones. The increase in staff membership from 1915 to 1920, apparently the period of greatest expansion, was 844 per cent; from 1920 to 1925, 300 per cent. The total number of staff members in all States grew from 129 in 1890 to nearly 1,900 in 1925, and is still going strong. Salaries, too, have improved, probably with at least as intelligent consistency as in other lines of educational endeavor during the period.

Size of staff and salaries are of course inadequate measures of professional progress in the State administration of education. Functions assumed and administrative efficiency are the real tests. These are the aspects whose story is yet to be written. Yet certain manifestations of figures alone are unmistakable. Exclusive of State superintendents and commissioners of education the total staff membership of State education departments in the United States in 1890 numbered 85, an average of 2 per State. Apparently tasks were few and simple; 60 of the staff members reported were designated as clerks, stenographers, clerical assistants, and porters, or messengers. Of the remaining 25, 11 were deputy or assistant superintendents; the other 14 were chief clerks, attendance or supervising agents, or inspectors. Six of the 14 were supervising agents in one State—Massachusetts. The new titles becoming increasingly common by which State education staff members are now designated, such as supervisors of elementary, secondary, and rural education; of special subjects, especially vocational; as chiefs or directors of certification and placement; of research; of attendance; of child welfare; and the like indicate the substantial change in responsibilities and functions and the trend toward professionalization and educational leadership.

With this evolution there have come, state-wide in character, large administrative problems of school finance, of organization, of instruction—in fact, all of the problems involved in all types of educational administrative units, which must

be met in cumulative form and magnitude in State education offices. The new departure in annual and segregated meetings promises momentous results. It is another manifestation of the new day which has dawned in education and of the growing realization that in the full development of its promise the chief State education officers hold strategic positions.—K. M. C.

## History Syllabus Sets Forth Man's Whole Life

A tentative syllabus in history for grades 4 to 8, which is thought in some respects to blaze a new trail in the study of history, has been published by the New York State Education Department, and has been distributed to superintendents of schools. In the syllabus the continuity of history is emphasized and the development of the present from the past is traced. The whole life of man is set forth—not merely his political and military achievements. Material for the eighth grade is devoted to the study of history since the Civil War, with values shifted from wars to the cultural thread of development of civilized society. The aim is to promote in the pupil an understanding of the present from knowledge of the past, appreciation of the operation of cause and effect, and interpretation of the contributions of the past in culture, institutions, and social procedure, to the end that conditions in the present social order may be improved and a spirit of tolerance and good will engendered toward peoples in other lands. The syllabus is the work of school men and women actively engaged in teaching in public schools and higher institutions of New York, in cooperation with representatives of the State Education Department.



## New City School for Crippled Children

Sunshine School in San Francisco is a special school for orthopedic cases. Started by the San Francisco Rotary Club three years ago, it was later taken over by the city school department and is now an integral part of the school system. The 40 children cover the eight elementary grades, together with special handwork. A régime of rest, diet, exercise, and sunshine is maintained. Children of subnormal mentality are not accepted. The school is housed in new buildings, modest and inexpensive, but well planned for their specific purpose. The best resources of modern science here serve unfortunate crippled children and fill their lives with the sunshine of hope and progress.—*Sierra Educational News*.



# "Chastest Poet and the Royalest" Was Born 2,000 Years Ago

*Vergil's Birthday to be Widely Celebrated Under Leadership of American Classical League. He has been Reverenced and Loved by Every Generation. Gems from his Writings are Constantly Quoted*

By MILDRED DEAN

*Chairman of Committee on Vergilian Reading*

**C**ENTENNIAL CELEBRATIONS for famous people have become common. We have celebrated the centenary of Beethoven and Schubert, the tercentenary of Shakespeare, the six hundredth anniversary of Dante. But never before have we celebrated a two-thousandth anniversary, for most of the events of 2,000 years ago have faded into equality in the perspective of time. Yet our generation is to have the privilege of such a celebration, for there is one event of those days so long ago which stands out with a brilliance undimmed through the ages.

On October 15, 70 B. C., Publius Vergilius Maro, "the chastest poet and the royalest," in Francis Bacon's words, was born in northern Italy. His reputation is almost unique in literary history, for he was equally popular with his own and succeeding generations. His contemporaries gave him unstinted admiration, acclaiming him the great interpreter of the Roman character, and following ages have looked upon him with equal reverence and love. Never have his works been relegated to a second place; never has the world failed to accord him the highest honors.

He "bridges the gap between antiquity and later ages in the world's history, and between paganism and Christianity." Tenderness and pity, virtues almost unknown to the heathen world, were his most striking qualities. Indeed his sympathy toward the sufferings of Queen Dido, whose sad story fills the fourth book of his great epic, has gained for that book the title of "The first modern tragedy."

During the Dark Ages Vergil was regarded with such devotion that one of the church fathers felt it wrong to read him so persistently and apologized for doing so. It is perfectly evident to any reader of medieval writings that a far greater impression was

made on priestly brains by Æneas's descent into Hades than by the Revelation of John. People came to regard the Æneid with superstitious awe, so that the custom spread widely of opening the book at random to get from a chance verse some prophecy of the future. The unfortunate Charles I, just before his trial, consulted the Vergilian Lots, hoping thus to get some encouragement for his ebbing fortunes; but he came to an ominous line whose gloomy prediction was soon fulfilled.

Many other lines of Vergil's poetry have historic associations with people who were deeply influenced by them. There is a line that rang in Savonarola's head before he called his gay city Florence to repentance.

Another line was quoted by Dante in his *Paradiso* as being uttered by the

Church Triumphant. Another couplet always called tears from the eyes of Fénelon, the great French statesman. "I fear the Greeks even when they are bearing gifts" has been quoted in the original Latin in our own Congress on occasion.

## *All Nations Will Offer Tribute*

The modern world has not ceased to study and to admire the poet. And so it comes about that all nations are purposing to join in offering tributes to his memory on the two-thousandth anniversary of his birth in 1930. In our own land the American Classical League has organized a national committee under the leadership of Dean Anna P. MacVay, of the Wadleigh High School, New York City, and is inspiring activities in every field of life. Poets and writers will vie with each other in honoring his memory by creative work; musicians are planning special programs; lecturers have material ready; theatrical managers and moving picture producers are to present representations of his work; schools and colleges will foster special study of his works and will organize competitions in his honor; clubs, libraries, museums, art galleries will participate, each with its own kind of program; and the general public will be invited to enjoy all and to take part if practicable.

These are specific examples of the efforts that have been reported: Mrs. Alice Coyle Torbett has already written a pageant of the life of Vergil; Mr. and Mrs. Charles Rand Kennedy intend to write a play; Dr. Henry Van Dyke is considering a story about Camilla, the warrior maiden of the Italian wars of Æneas; Dr. Walter Damrosch is planning a special musical commemorative program.

It is illuminating to read a mere list of the committees, of which there are 30, in the following groups: Finance and patrons; publicity through lectures, newspapers, magazines, radio, posters, post cards, and bulletins; cooperation with classical organizations and non-classical organizations, the National Education Association, the United States Bureau of Education; affiliation with like movements in other countries; promoting Vergilian courses in colleges and high schools; private reading and reading circles; publishing books, bibliographies, and lists of illustrative material; celebrations in cities, clubs, colleges, and schools;



A bookplate has been designed for the Vergil texts



preparation of programs for celebrations including pageants, plays and scenarios; commemorative medals, plaques, and bookplates; awarding prizes; pilgrimages to places made famous by Vergil.

The advisory committee has on it such prominent persons as Prof. Clifford H. Moore, of Harvard University; Dr. John H. Finley, of the New York Times; President Fairfax Harrison, of the Southern Railroad; Prof. Paul Shorey, of Chicago University; and Dr. Henry Van Dyke, of Princeton University.

While creative artists and distinguished literati of to-day are bringing their notable tributes to the great poet's memory, an offering may be made by every lover of world literature. It is the offering the poet himself would ask, if he could speak to us—the reading of his books. Those of us who are familiar with Latin should by all means read the original. Those who have forgotten all their Latin, or who never had any, can use some of the many beautiful translations that are available. The committee on Vergilian reading is asking people to join together to form circles, or to read alone if they can not make connection with a circle. There is to be a State chairman for every State. Many of them are serving ably already, but some States are still without leaders. The State chairmen will be glad to receive information about the formation of circles, their times of meetings, their arrangements for the regular progress of work, the numbers of members, etc.

#### *List of Appropriate Books in Preparation*

A book list is in preparation containing information about (1) texts which can be readily procured; (2) life of the poet, together with critical studies of his works; (3) translations of literary merit. This list is appearing in the January issue of Latin Notes, the publication of the service bureau for classical teachers, which is maintained by the Classical League. The list will probably be reprinted later for wider distribution, but just how it will be spread abroad has not yet been determined by the national committee. State chairmen, however, will be the first to be informed how it may be obtained, and they will be glad to spread the news.

At the end of this long pilgrimage of the spirit, there must be some souvenir to commemorate our tribute. We are planning a bookplate to be pasted in the front of our Vergil texts. Those who enter the great army and read again their beloved poet's lines will ask the committee to send them this beautiful memento. We shall have to pay a small sum to cover the cost of its making, but that will be as little as possible. Its cost will be the persistence necessary to do what its possession commemorates, and

## French Department Provides Systematic Vocational Guidance

*Counsel Given by Professional Offices, Supported Largely by Department of Seine Inférieure and French Government. Physical Examinations Disclose Many Unsuspected Defects. Professional Centers Apparently Cooperate with Schools*

By RUDOLPH J. BLAIS

*United States Vice Consul, Havre, France*

"PROFESSIONAL OFFICES" in the Department of the Seine Inférieure, France, have for their object the guiding of children in their choice of work in future life, which will not be incompatible with their physical condition and will assure a regular livelihood. Four principal professional offices exist in this Department—namely, at Havre, Rouen, Dieppe, and Elbeuf. The professional offices at Havre and at Rouen are maintained to aid both boys and girls, but those at Dieppe and Elbeuf are solely for boys. It is thought, however, that in the near future both these centers will be able to assist girls as well. Elbeuf is a great industrial center, particularly because of the woolen-cloth industry.

The families of the children are more and more brought to understand the advantages offered by such a service, for it effectively aids the children in their choice of the work. Children who apply at the professional offices for aid and guidance are almost always accompanied by their parents, who seem pleased with the system.

It has come to light during the course of the physical examination of the children that many of them are afflicted with defects which only a minute examination will reveal. After finding such defects the professional commission is in a good position to advise the parents where to obtain the best medical attention according to the illness or physical defect.

Although the system is at present functioning very well there is much room for improvement. New professional offices are needed. The four principal ones—

*Official report to the Secretary of State.*

its possession will be the tangible evidence of increased riches of the spirit.

A tentative sketch of the bookplate is printed on the opposite page. The artist asks for suggestions, and all of us are free to tell what motto, what change in grouping, or what other symbols we should like to see in the design. Suggestions for these changes, as well as requests for information about State chairmen, should be addressed to the chairman of the committee on Vergilian reading, Miss Mildred Dean, 2404 Wisconsin Avenue, Washington, D. C.

namely, at Rouen, Havre, Dieppe, and Elbeuf—have other centers under their direct supervision. The Rouen professional office, for example, in 1920 had 9 offices under its supervision, but now controls 20. Great industrial firms have also created industrial school centers at their mills for the apprenticing of prospective cloth weavers. Therefore there are in the Department of the Seine Inférieure alone 42 professional schools or centers, 38 of which are subsidized by the State. There are also 9 industrial manufacturing firms which maintain professional schools in conjunction with their factories.

For the period 1922 to 1927 there was an increase in the number of school pupils professionally aided of 2,448. The total expenses during these five years increased by 387,011 francs (\$15,161). The subsidy allowed by the Department of the Seine Inférieure increased by 18,700 francs (\$730) and the State subsidy increased 124,160 francs (\$4,850). One dollar equals 25.60 francs.

The various professional centers have granted diplomas to 105 pupils in 1922, 179 in 1924, 232 in 1925, 320 in 1926, and 343 in 1927. During 1927-28, 124 scholarships were awarded as follows: 60 for the first year's apprenticeship, 43 for the second year, and 21 for the third year.

A large percentage of the scholarships are reserved for the rural workers because the Department of the Seine Inférieure is mainly agricultural and its agricultural section is anxious to keep young men on farms. Special courses have been inaugurated for the rural workers which are adapted to the temperament and intelligence of the individual pupil. Furthermore, in order to encourage agricultural apprentices special prizes of 500 francs (\$20) are offered each year to the best rural workers.

In order to successfully operate the plan in this Department an apprentice tax must be levied because the State and departmental subsidies are not sufficient to cover all expenses. The apprentice tax collected in the Department of the Seine Inférieure during the calendar year 1927 was 1,536,395 francs. The number of pupils declared in that year was 4,098; 946 of them requested exoneration from the apprentice tax, and the request was granted to 797.



# The Teacher, the Parent, and Experiences that Affect Development

*Every Citizen Who is Concerned with Human Welfare is Interested in Educational Agencies. Education is a Continuous Process, Going On in School and Out; and Intelligent Control Must be Exercised Over the Many Experiences of Childhood. Making the Program of the Parent-Teacher Association is a Vital Matter*

By JULIAN E. BUTTERWORTH

*Cornell University*

IF I AM a normal parent I am vitally concerned with all matters affecting the development of my child that will enable him to lead a happy, useful life in our modern society. If I am a public-spirited citizen, even though not a parent, I have a similar regard concerning all children—though doubtless one that is less personal and intense than would be the case had I children of my own—because of my interest in human welfare. It follows, therefore, that I am particularly interested in the school and similar agencies that directly influence this development.

## *Desirable Experiences Outside the School*

When the child goes to school he finds an arrangement of subjects set up to provide experiences that are considered desirable for directing his development—reading, writing, arithmetic, and geography, and, in the higher grades, Latin, algebra, and physics. But while he is studying these subjects he is also getting other useful experiences; he plays ball on the school grounds and gets physical exercise; he learns to play in accordance with certain rules; he comes in contact with his fellows and modifies his conduct accordingly. Similarly, he gets useful experiences in the school orchestra, in the dramatic club or debating society, or on the school paper. Once we called such activities extracurricular as contrasted with the curricular offerings that included the various subjects. Now we are coming to distinguish between class and extra-class activities, recognizing that all are curricular in the sense of including experiences that affect pupil development.

So also the pupil has many experiences outside the school. He reads the newspaper; he goes to the picture show; he attends a dance; he runs errands on Saturdays to make some pocket money; he has the responsibility of keeping the furnace at home. All these experiences influence his development—in some cases perhaps even more than certain experiences in the

school. Logically these experiences might be called a part of the curriculum just as extraclass activities have been made a part of it. Probably, however, it would lead to confusion in our thinking if we were at present to extend so far the meaning of the term. Be that as it may, it is essential that the importance of these experiences be recognized. We must see that education is a continuous process going on in school and out, and we must endeavor to develop to the utmost intelligent control of these many experiences.

And it is just here that the need for teacher and parent cooperation shows itself most significantly. A mother can not develop a habit of neatness in the child if she rigidly demands immaculateness in person and dress on one day and permits sloppiness in either on the next. She must see to it that neatness is practiced until the ideal is definitely set up and until being neat has become a habit. She must, in other words, know the laws of habit formation. The parent who would teach emotional self-control must practice it in the child's presence and must understand something of the psychology of emotion. If the father would be a wise parent, he must understand the basic law of self-activity. Wherever possible he should encourage the boy to make his tie rack, his bow and arrow, or his radio. Such an experience under guidance brings not only development, but a keen sense of achievement that stimulates the boy to further activity.

## *Parents' Responsibilities Loom Large*

Now these and other educational principles must be learned in some way, and the parent-teacher association is one of the most helpful organizations for stimulating an interest in such learning and for providing the ways and the means of making it possible. Of course, parents have other obligations than those to their children; they should be good neighbors and good citizens by being self-supporting, by participating in community activities, by securing recreation of the right kind in reasonable degree, and the like. They also have other obligations to their children than the educational;

they must provide clothes and food and a healthy environment. But the educational responsibilities loom large.

At the same time the teacher can do her best work only when she understands the out-of-school environment of the child. This has become such a commonplace idea that elaboration is not necessary here.

A properly developed child is our ultimate aim. The curriculum includes the experiences in school by which the desired development is secured. The school has primary responsibility for this curriculum. The parent is providing a sort of extra-school "curriculum" for the child and acting as teacher of that curriculum. School and parent must work together toward the common aim, but while cooperating each must respect the other's field.

## *Duties of Parent-Teacher Association*

Elsewhere (The Parent-Teacher Association and Its Work. The Macmillan Co., 60 Fifth Avenue, New York City) I have attempted an analysis of what the school is expected to do in our modern society, and what the parent-teacher association should and should not do. There is not space here to report the process of reasoning followed in that analysis nor to give more than two of the six objectives suggested for parent-teacher associations as a result of it. The first of these objectives is "to give members an understanding of the purposes and methods of the school." The second is "to teach members to apply educational objectives and methods to the out-of-school environment." The first aims to learn what ought to be done; the second to apply that knowledge to the problems of child development found in the home. Obviously the second can not be done intelligently until the first gives proper guidance.

Whether or not the reasoning employed in this analysis is sound or the conclusions justified, it seems fairly clear that the parent-teacher association must be a critical student of its own activities. It must be alert to educational needs. It can not continue performing an activity

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merely because it has always been done or because everybody else is doing it. It is easy for an organization to get so involved in activities that are interesting or habitual that the significance of those activities is lost sight of. It is not merely a question of doing something, but of doing that which will give the wisest expenditure of available energy. To put on a big supper in order to raise money to buy equipment for the new auditorium may under certain conditions be worth while. But if such activities *dominate* the organization, it must neglect other problems that bear more directly and intimately upon the child's educational welfare.

#### *Let All Members Participate in Discussions*

Hence the making of the year's program becomes a vital matter. If the program is not related to the educational problems that parents are facing, it is likely to be of as little interest as is a school curriculum unrelated to the child's problems of living. If the program is made up largely of lectures or talks in which the audience is passive, we may expect very much the same lack of response as where the teacher does the work and the class listens. If programs are prepared at the last minute, and whatever talent is available is used, the results are likely to be comparable to employing as a substitute teacher a person most available and permitting her to teach whatever interests her most. Wise "curriculum" planning for a parent-teacher association—for the programs and other activities are in fact the curriculum of the organization—calls for the selection of materials dealing with problems that are vital to parents and the presentation of those materials in an effective way. There should be just as good teaching for adults in the parent-teacher association as there is for children in the schoolroom. Fewer formal talks and more reports and discussions on significant projects in which all may join is one way of keeping the group interested.

#### *Definite Study of Program Making*

Because this problem of program making is so vital to parent-teacher work it is made the topic for the fourth institute for parent-teacher leaders to be held at Cornell University in May, 1929. The chairman of institutes for the New York State Congress, Mrs. Caroline E. Hosmer, is urging each local association that expects to send a delegate to make a careful study of at least one of the educational problems that its members face. We have asked that for the coming year those problems relating to the wise use of leisure hours be emphasized. If one of the major problems along this line is the general reading of children and young people, the association may be expected to

define the problem more clearly by getting facts on such questions as what books and periodicals are available to school children in home, school, and public libraries; whether these are suited to their needs; how much general reading children do; what they do read, etc.

#### *Five Days' Study of Basic Problems*

These data will reveal certain problems in which parents and others should be greatly interested. The programs for at least a part of the year may be organized about them, and some committee activities will naturally be directed to getting improved conditions. During the week of the Cornell institute failures and successes in program making of this type will be discussed, and an attempt will be made to show exactly what is and what is not the function of a parent-teacher association in connection with such problems. Finally, it will be shown how the work of the association may be forwarded through a wisely planned program of publicity. The whole institute will, in short, be a project study for five days of a basic problem in parent-teacher work.

I give these details regarding the Cornell institute to illustrate one conception of scientific program making for a parent-teacher association. Personally, I believe that as such methods are used for locating and solving the educational problems of the parents, the work of the organization will be vivified. We should not forget that parent-teacher work finds its beginning in seeking the wise control of the experiences of children and young people.



### Virginia Gives More Attention to Libraries

An increase of 50 per cent in the annual State appropriation for the purchase of school libraries was made by the last General Assembly of Virginia. It is expected that school library books to the value of \$60,000 will be purchased in each of the next two years. The plan of the State board of education to buy all books from publishers at wholesale rates has resulted in the saving of approximately \$32,000 in five years. Last year 998 unit libraries were purchased for schools in 108 counties and cities at a cost of \$43,157. The State supervisor of school libraries reports that public school libraries in Virginia contained on June 30, 1928, 777,738 books. Accredited high schools have been divided by the State board of education into four groups according to enrollment, and specific standards have been set up for each group concerning the number and kind of books and equipment to be supplied, duties of the librarian, and the local cooperation demanded. First-year pupils in all accredited high schools have 12 lessons in use of the library.

### Study Groups Admitted to Harvard Observatory

An opportunity to take part in scientific astronomical observation through the organization of study groups is offered by Harvard University to persons seriously interested in astronomy. This is an outgrowth of two series of "open nights" in the observatory, one for Cambridge school children and one for the public generally, which have been conducted under the auspices of the Bond Astronomical Club, an organization associated with the observatory. Last year more than 1,000 children from the seventh and eighth grades of Cambridge public schools visited the observatory. The study groups will be directed by members of the university staff, and will meet on two or three evenings a month. They will enable interested persons not only to develop a scientific hobby but to do practical scientific investigation. Members will be given access to Harvard's great collection of stellar photographs, and will have an opportunity to study the variations and nature of the reddish stars, which are believed to stand at the very dawn of stellar evolution. The subject of study for November was "shooting stars."



### High-school Credit for Nurse Training

To enable a young woman to become a graduate nurse and to graduate from high school, both within five years, a cooperative arrangement has been made between the city school board of Cheyenne, Wyo., the division of vocational education, and the Cheyenne Memorial Hospital. Under this arrangement a girl who has completed two years in high school is allowed to enter the nurse-training course of the hospital. She will receive five units of credit for satisfactory school and laboratory work done in the hospital, and she returns each day to school for one period of regular high-school work.



Increased demand for books of a serious or practical nature is reported by the Indianapolis (Ind.) Public Library. Important gains were reported in the use of books on sociology, history, literature, fine arts, science, biography, and technology. At the central library the use of art and music books was greatly increased, due in large measure to gifts during the year of 13,500 pieces of music. Thirty per cent of the city's population are listed as home readers. Of the 2,230,128 books issued, two-thirds were lent by the branch libraries.



## Museum Specially for Working Men and Women

Charts in brilliant colors and models which can be operated by levers or switches are exhibited in the Government Museum of Economics and Social Subjects, recently established in Dusseldorf, in the heart of the industrial region of Germany. The museum is intended to meet the everyday demands for knowledge of working men and women, and the fact that exhibits are portable adds to the flexibility of growth and to the use of the collections. Exhibits are so placed and charts so colored that the facts presented can be obtained almost at a glance. In the department of transportation the development of speed from the sailing vessel to the airplane is illustrated by models of the *Santa Maria*, the *Savannah*, the *Great Western*, the *Mauretania*, and the *Bremen*, which can be propelled at comparative speeds across a miniature Atlantic.



## Special Training for Pupils Talented in Art

Special classes for children gifted in art have been organized recently by the art department of the Richmond (Va.) public schools. With the approval of the superintendent eight classes were opened about a year ago, each running two weeks, and pupils were allowed free expression of their ideas. Classes were ultimately formed in several parts of the city. Many kinds of work are done in the art classes, and pupils work in a variety of materials. In one section clay modeling is emphasized, in another commercial art, in another a class of small children has been formed. The entire plan is intended to give an opportunity to each child for individual expression in the medium best suited to him. The work has enlisted the genuine interest of teachers, and many talented pupils have been discovered. The classes offer the same opportunity to all children, rich and poor alike.



Rivalry between rooms in attaining 100 per cent dental treatment of pupils has proved a stimulus to reparative work in some schools in the United States, and such work has been made a requirement for graduation in at least one junior high school, according to statement in *Better Teeth, Health Education* No. 20, by Dr. James Frederick Rogers, published by the Interior Department, Bureau of Education. In schools of Bridgeport, Conn., a child with cavities in his permanent teeth is not promoted from the fifth to the sixth grade.

# Urban Schools Fit Children for Practical Needs of Life

*Course Covers Three or Four Years After Five Years in Elementary Schools. For Skilled Artisans, Tradesmen, Farmers, Employees of State Railways, and the Like. Teachers Specialize in Three or Four Related Subjects*

By EMANUEL V. LIPPERT

Prague-Zizkov, Czechoslovakia

**A**N IMPORTANT RÔLE is played in Central Europe by the so-called "urban schools," sometimes called "civic," burger, or měšťanské schools, which provide an education superior to that given in the ordinary elementary schools and fit the children attending them for the practical needs of life.

In no country of Central Europe is there so large a proportion of these higher elementary schools as in Czechoslovakia, where there are no less than 1,800, attended by more than 300,000 pupils. As compared with these figures, secondary schools of all kinds (gymnasium, real gymnasium, reformed real gymnasium, and real school) in Czechoslovakia exist to the number of 300, attended by 100,000 pupils. One pupil out of every four in the Republic passes to the urban school after having attended five grades of the elementary school.

The course at an urban school is usually of three years, but 580 schools add a fourth year, the cost of which is defrayed by the local school authority of the concerned school. As a rule separate urban schools are provided for the two sexes, but in smaller places the coeducational system is applied. Instruction is given by trained teachers who specialize in three or four subjects—either the language of instruction, history, and geography; natural sciences and mathematics; or technical subjects, including mathematics, free-hand drawing, geometrical drawing, and calligraphy. In the towns it has become a rule that pupils of the elementary schools who have passed the fifth grade and are not proceeding to a secondary school pass on to an urban school.

Since the war there has been an increase in urban schools even in small boroughs and in all greater villages, so that a plan has been proposed for setting up district urban schools for small groups of all country villages.

According to a bill which is shortly coming before Parliament, the material costs (for erection and equipment of the schools) would be defrayed by the local authorities of those villages sending their children from within a radius of four kilometers. This scheme will largely increase the number of urban schools in the country districts and raise the educational

level of the rural people. The urban schools have already proved a great blessing to the broad masses of the population, for the children who have passed through these schools are to be found largely among the skilled workers, traders, and farmers. The urban schools turn out, in fact, the lower class of intellectuals—the men and women who fill the posts in local government bodies, in the trades unions, in cooperative societies, and similar functions on which the administration of a democratic state is based. The popularity of these schools is explained by the fact that they continue to be schools of training for the practical needs of life, and have not attempted to follow the learned methods of the secondary schools.

In Czechoslovakia, following the example of America, it has been proposed that the lower of eight forms of the secondary schools should be coordinated with the urban schools. Nothing has come of this proposal, but efforts are being put forward to minimize the unnecessary difference in the curricula of the two types of school, and to facilitate the passing of talented pupils from the urban to the secondary schools. Pupils who have passed out of the urban school have the same right as those from the secondary schools to enter the agricultural, commercial, and industrial (technical) schools. Three-fourths of the students now attending teacher-training colleges (for elementary and urban school teachers) have come from urban schools, and the completion of the urban school course, especially of the fourth class, is a qualification for posts on the State railways, including guards, engine-drivers, etc.

Another bill of the Czechoslovak Ministry of Education will make the fourth class an integral part of urban schools. The same communities and authorities that are obliged to establish and to maintain the urban schools will be required to maintain the fourth class if 20 pupils present themselves to attend such a class. Attendance will not be compulsory, however, for compulsory attendance in Czechoslovakia lasts only eight years, that is, from the 6th to 14th year of age; and the fourth class will be equivalent to the ninth class of primary schools.



# Knowledge of Pupils' Home Life Essential to Efficient Teaching

*Study of the School Neighborhood made by Teachers in a Grand Rapids School and the Results were Utilized in Formulating a Course of Social Studies for Primary Grades*

By MARY DABNEY DAVIS

*Specialist in Nursery-Kindergarten-Primary Education, Bureau of Education*

**S**TUDYING the home backgrounds from which children come to enroll in the elementary grades is common practice in the modern school. It is a far cry from the practice of a few years ago when children were assigned to grades and given instruction regardless of the problems in their home environment. These home problems have a definite influence upon a child's ability and readiness to learn. They affect his peace of mind, his physical growth, and his sociability.

In the new curricula for elementary grades the social studies have found a place. Heretofore this term has been taken to mean only the work of geography and history in the upper grades. It is now understood to include all that tends to aid the children to make personal adjustments to school and social life. The social studies, then, aim first to help young children make the transition from

home experiences to school life. School life places children with their peers—children of similar physical growth, having similar abilities to handle materials, to read, to manage figures, to write, and so on—children who, in short, have had a similar amount of experience with the world, although this experience varies greatly. The variety harks back again to the home which has largely determined the child's introduction to the civic and industrial life of the locality in which he lives.

In making this transition from home to school experience the expert teacher makes use of the finest personal and social habits expressed by the children and the widest and most interesting experiences which they bring to the group. They are used to develop in the whole group of children certain adequate standards of behavior, a certain breadth of knowledge, and an appreciation of neighborhood

and city life. To do this it is essential for the teachers to know a great deal about the neighborhood and about the family life of the children who come to the school. It is impossible to do efficient teaching without knowing the parents' nationalities, something of the home life, and family habits from which the children come.

Many different attacks have been made upon this problem in different cities and in different elementary schools. One such attack, made at the Harrison Park Elementary School, of Grand Rapids, Mich., by the principal, Miss Lettie Marsh, and her teachers, aimed to discover and to accept as the school's specific problem the social needs of that particular school district. The teachers felt a need for some explanation of the total disregard for the Golden Rule attitude among the children, and for the vindictiveness displayed in neighborhood quarrels. The restless, unstrung, nervous condition of many of the little children on Monday mornings indicated that the Sunday "leisure" had been an exciting experience. Among older children, especially the boys, the tendency to call anyone a "sissy" who tried to show courtesy, self-control, or strength of character, indicated that the standards set at home were not as fine as could be desired.

Plans for neighborhood study included present home conditions, and also aimed to discover those opportunities, experi-



Each third-grade child made a boat during the year



ences, and activities which the children needed in school to meet adequately the life experiences common to the average American citizen. Two methods were followed in making the study: First, a card was sent to each home on which the parents were asked to give certain information regarding their nationality,

ment d by records from home visiting, and resulted in statements of community problems. These problems the school accepted when planning the work in social studies for the children. They are as follows: 1. There is no common tie of any interest in our large community. 2. Each nationality tenaciously clings to its cus-

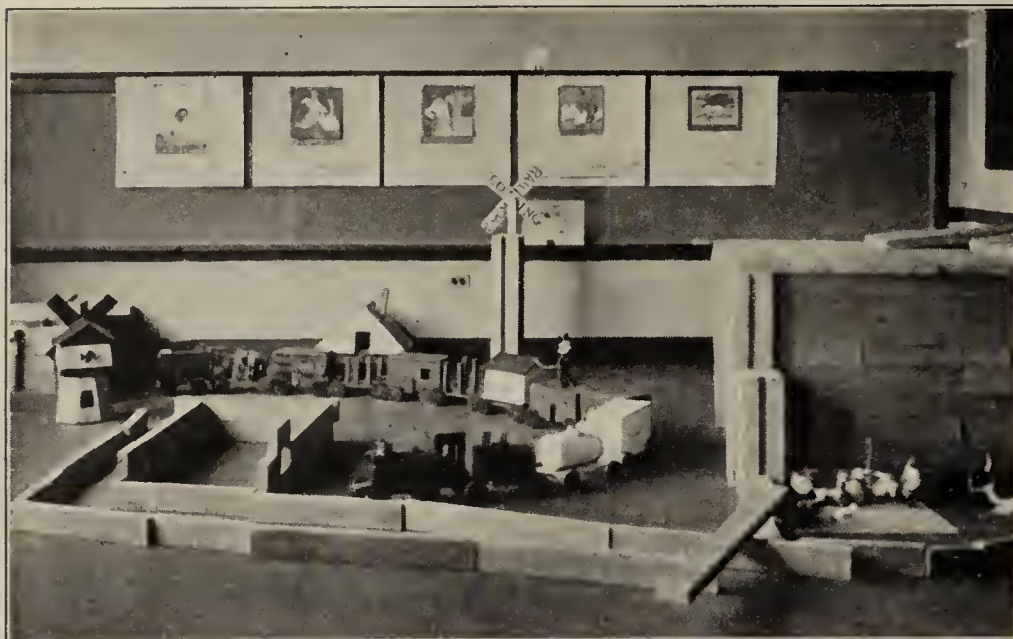
sentatives in this locality are of the unlettered peasant type traditionally and are far removed from comprehension of American standards in education.

Within this Harrison Park Elementary School there are 125 kindergarten and nursery school children, 106 children in the first grades, and 75 in the second grades.

#### *Course of Social Studies Prepared*

In the light of the family and community survey thus made a course of social studies was prepared for the kindergarten-primary grades. The general objective of the course is to produce right social responses in the home and in the community, as well as in the school. The specific objectives for the young children were listed by the school faculty as follows: 1. To develop and broaden responsibility for themselves, their belongings, their physical needs, and consideration for rights of others. 2. To develop ability to work in a group as a leader or as a follower, to cooperate, to be helpful, to take criticism, to give fair and just criticism, to be courteous, to share materials, to care properly for materials after group activity, increasing skill in planning work. 3. To develop immediate responses—prompt obedience to parents and teachers, to regulations in home, regulations at school (regularity, punctuality), and regulations in community—to signals, safety signs, traffic signs, and respect for public buildings.

The quantitative achievements for young children in social studies are considered largely in the light of social habits. In the second grade the children begin to see and differentiate the subject-matter content. The following quantitative



A train made by first-grade children was used almost daily

their religion, their recreation, and their occupations; and second, the information obtained on this card was verified and supplemented by visits to the homes.

The result from this investigation showed the following information for the 755 children enrolled in the elementary school:

*Nationalities in order of frequency.*—Lithuanian, Dutch, Polish, American, Scandinavian, German, Hungarian, and mixed.

*Religion.*—More than half the families, 54 per cent, had no church connection. Some of these families had been "unchurched" for liberal thinking and refused to allow their children to join Boy Scouts, Camp Fire Clubs, and similar organizations. Most of the other 46 per cent of the families belonged either to the Reformed Church or to the Roman Catholic Church, though a small number attended churches of other denominations.

#### *Sunday Schools and Movies Equally Popular*

*Sunday recreation.*—About 40 per cent of the children attend the movies on Sunday; another 40 per cent attend Sunday schools, and about 20 per cent attend both Sunday school and movies.

*Occupations of parents in order of frequency.*—Trades, 50 per cent; laborers, 36 per cent; business, including clerks and salesmen, 12 per cent; professions and miscellaneous occupations, 2 per cent.

This conspectus of the nationalities and occupations of the people was supple-

ments and religious beliefs. 3. There is a lack of appreciation for many of our American standards. 4. Many Lithuanian parents can not read or write in their own language. 5. There is a lack of obedience to their parents on the part of children. 6. There is too great a tendency to use leisure time in aimless and harmful ways, disregarding health as to hours kept, food eaten, and stimulating pleasures. 7. Our most difficult nationality to reach through its adults is one whose repre-



Children made clay dishes and furniture for this tea party



achievements were planned for the kindergarten and first grade:

1. Every child in the group should participate in at least one activity from each of the four phases of social life—school life, home life, civic life, industrial life. 2. Through personally experiencing these activities the following definite social attainments may be expected: (a) Attitude of joy and comradeship in playing and working with others; (b) sympathetic attitude toward people who help them in the home and community; (c) attitude of friendliness toward teacher and school; (d) habit of obedience to rules of school and group; (e) habits of order and responsibility in caring for wraps, materials, school room, and school ground; (f) habits of politeness—courtesies of greeting, request, and appreciation; (g) ability to use own initiative in choosing materials and working out original ideas; (h) habits of concentration and attention and accurate observation; (i) habits of cleanliness.

*Quantitative achievements planned for the second grade.*—As a very young citizen, the child may be made to feel himself active, and should show pronounced improvement beyond the first grade in: 1. Social habits: Knowledge, willingness, and ability to respond to rules of school, home, community. 2. Work habits. 3. Thrift habits. 4. Leisure habits. 5. Moral and patriotic habits.

#### *Social Studies Not Formally Taught*

Specific suggestions for activities in each of the four grades considered are listed in the course of study; for example, the care of wraps, toilet needs, courteous responses, respect for property and for the personal rights of others. No formal teaching of social studies takes place in the first three groups of children, but some subject-matter content is used in the second grade. The language period, when discussion of the day's activities takes place, is used as the best time for crystallizing social experiences. At that time not only are individual-behavior problems discussed, but the social agencies in the city which minister to the needs, the comfort, and the safety of the family and the home are presented. The sense of cooperation, of interdependence, and of individual responsibility essential in social life is well started in the children's consciousness.

It is an inspiration to see how the needs of a community, exposed by a neighborhood survey, have been used as the basis for an educational program to educate the children. Such a program builds a sure foundation for the youngest children and develops a group of adolescent children whose personal habits, whose social attitudes, and whose standards of right and wrong should produce citizens of which the United States may well be proud.

## Two Thorough Examinations for Every Pupil

As part of the medical service in schools of Toronto, Canada, each pupil has two complete physical examinations during the course of his school life. The first examination is made during the "junior first" year and is for the detection of physical defects; and the second, made during the "junior fourth" year, is to ascertain to what extent the defects previously found have been corrected, if other defects have developed, and for the purpose of vocational guidance. Such examinations are considered the most valuable means of health teaching given by the schools to parents and children. Each morning from 12 to 14 children are examined by the medical officer of the school, assisted by the school nurse. Parents are notified several days in advance of the examination, and are requested to be present. The child is weighed and measured, his sight tested, and he is subjected to a thorough physical examination. Comments are freely made as the examination proceeds, and if defects are found they are explained to the mother and she is told the probable cause, and what she should do to correct them. After it is all over the parent receives a card, signed by the principal of the school, emphasizing the importance of early correction of defects by the family physician or, if necessary, at the school clinic.

The examinations offer an opportunity to encourage mothers to bring the younger children to the school for examination, and at least one afternoon a week is set aside for the examination of children of preschool age. During one year complete physical examinations were given to 21,340 children, and special examinations to 5,143.



## Schools for Juvenile Delinquents Grow Steadily

An increase of 28.6 per cent since 1922 in the number of juvenile delinquents committed to institutions of a reformatory nature is indicated by reports received by the United States Bureau of Education from 158 of the 173 industrial schools for delinquents known to exist in the United States. Statistics of these schools have been published by the bureau as Bulletin, 1928, No. 10. The total increase since 1922 of 28.6 per cent represents an increase of 30.2 per cent for boys, and of 23.5 per cent for girls. The total number of inmates reported in such institutions in 1926-27 was 84,317, of whom 65,174 were boys, and 19,134 were girls. Of the total

number 72,803 were white, and 11,514 were colored. The percentage of increase since 1922 for white inmates was 31.4; for colored, 25.7. Reports from 91 institutions with 24,110 inmates indicate that 2,271—that is, 9.4 per cent of those committed, could neither read nor write. The number of instructors who were engaged primarily in teaching inmates was 1,488, of whom 582 were men. Of the 4,677 assistants, who did no teaching, 2,529 were men. Instruction was given during the year to 61,740 inmates, or 74 per cent of the total number; and some trade or occupation was taught to 48,646, or 75 per cent of all inmates in the institutions reporting this item.



## South American Teachers Will Visit Germany

At the invitation of the German Government, German universities and schools, a number of teachers and professors will go to that country for investigations of various kinds. A boat is being chartered by the Argentine professors, and an invitation has been extended to the teachers and professors of Paraguay to join them. The trip will consume four months and expenses are to be paid personally, although a low rate has been quoted for the entire period, including all expenses of whatever nature. It is possible that a few from here will join the Argentinians.—George L. Kreeck, American Minister, Asuncion, Paraguay.



## Character Development Emphasized in Denver Schools

"The most important objective of all the Denver public school courses of study is character education," according to a statement in a recent issue of School Review, the official publication of the Denver schools. Each course of study used in the schools is organized for the definite purpose of contributing to character education, and report cards in certain grades have sections in which pupils may be marked in reliability, social attitudes, and clear thinking, as well as in health, thrift, and the usual school subjects.



Cooperation has been arranged between the University of Virginia and the school authorities of the county of Albemarle and of the city of Charlottesville by which an associate professor of the university, Mr. Eustace E. Windes, will be "director of supervision" for the schools of the county and the city.



# New Books in Education

By MARTHA R. McCABE

*Acting Librarian, Bureau of Education*

BLANCHARD, PHYLLIS. The child and society. An introduction to the Social psychology of the child. New York, London [etc.], 1928. xi, 369 p. tables, diagr. 12°. (Longman's social science series, general editor, Ernest R. Groves.)

The book presents the methods by which the child is taught to conform to the customs of organized group life, explaining the deviations from the social norm, and how to handle such deviations. The major part of the study, Part I, discusses many of the problems with which we are more or less familiar, namely, emotional responses, the family, play, religion, reading, motion pictures, individualization, adolescence, etc. In Part II the author draws from her own experiences in direct contacts with children in public and private schools, child guidance clinics, etc., and discusses the development of undesirable behavior, juvenile delinquency, and the child and the clinic.

FERRIÈRE, ADOLPH. The activity school. Translated by F. Dean Moore and F. C. Wooton. New York, The John Day Company [1928]. xvii 339 p. table (fold.) 8°.

Doctor Ferrière, an exponent of the new education movement, is professor of education in the Jean Jacques Rousseau institute, at Geneva, Switzerland, and adviser to the experimental school conducted by the Ligue internationale pour l'éducation nouvelle, at Geneva. The foreword to the volume is by Carleton Washburne, of Winnetka, Ill., an exponent of this type of education in the United States. The translators have made Doctor Ferrière's work available to the American public, giving a clear picture of Europe's new education movement. The author defines the activity school as "a school for the spontaneous activity of the child, based on his creative ability, manual and intellectual." The principles underlying the new movement in education in European schools are presented.

FITTS, CHARLES TABOR, and SWIFT, FLETCHER HARPER. The construction of orientation courses for college freshmen. Berkeley, Calif., University of California press, 1928. p. 149-250. tables, diagrs. f°. (University of California, Publications in education, vol. 2, no. 3, November, 1928.)

The rapid spread of the orientation movement, and the development of orientation courses, together with the increasing body of knowledge in this field, have made it desirable to know what the colleges of the country are actually accomplishing in this activity. The authors show its historical development, the manner in which various institutions are assisting freshmen to adjust themselves in their relation to the new body of knowledge with which they are surrounded, and the content of the major types of orientation courses. To these problems have been added those of organization, administration, and supervision of orientation work. Extensive bibliographies of textbooks and supplementary reading are given.

GIDDINGS, THADDEUS P., EARHART, WILL, BALDWIN, RALPH L., and NEWTON, ELBRIDGE W., eds. Elementary music and two-part music with piano accompaniment. The home edition, vol. 2. Boston, New York [etc.], Ginn and company [1928]. iv, 416 p. music. f°. (Music education series.)

The editors, who are directors of music in large city school systems, have brought together in this volume a collection of songs with piano accompaniment suited to elementary schools, with the purpose of leading the pupils in the schools to love good music, and to appreciate its strength and beauty. In addition to this, it was thought that the family in the home and the larger community group might also enjoy the music, and, because of the appeal of both words and music, all might be stimulated to read and interpret music.

JOHNSON, HARRIET M. Children in the nursery school. New York, The John Day company, 1928. xx, 325 p. illus., front., tables, diagrs. 8°.

The author brings to this study a record of eight years' experience in directing an experimental nursery school for children from 14 months to 36 months, connected with the bureau of educational experiments, New York City. A large share of the attention of educational administrators and psychologists is directed to-day to the study of young children. The field of activity of children of this age is limited, but the importance of understanding it is great. The author presents her discussion of the subject under three heads: Why We Do What We Do, Planning the Environment, Physical and Social, for Language and Rhythm; and Keeping the Records of Children's Growth, and Their Use of Environment of Different Kinds.

KELTY, MARY G. Teaching American history in the middle grades of the elementary school. Boston, New York [etc.], Ginn and company [1928]. viii, 748 p. front., illus., tables, diagrs. 8°.

The book is intended for intermediate grade teachers, for junior high-school teachers, for normal-school teachers, and for supervisors of the social studies. The author has treated first the technique of history teaching, and then has made use of a number of units of history, devoting a chapter to each. Six illustrative lessons are outlined. The appendix furnishes a number of supplementary reading lists for fourth and fifth grades and lists of illustrative material for the teacher.

ROCKEFELLER FOUNDATION. DIVISION OF MEDICAL EDUCATION. Methods and problems of medical education. Tenth series. New York, The Foundation, 1928. 343 p. illus., plans. 4°.

The director of the Division of medical education of the Foundation, Richard M. Pearce, contributed a prefatory note to the first series, published in 1924, which stated the purpose of the entire series, of which the above study is the tenth. That purpose is to

collect and publish brief descriptions of clinics, laboratories, and methods of teaching in different parts of the world, to assist those who plan buildings, prescribe methods of teaching, etc. A considerable part of the study is taken up with foreign conditions and institutions. In our own country, the following institutions are presented: Western Reserve university, Yale university, University of Pennsylvania, Stanford university, University of Rochester, University of Illinois, and the Illinois State department of public welfare, Chicago.

SAYLES, MARY BUELL. The problem child at home. A study in parent-child relationships. New York, The Commonwealth fund, Division of publications, 1928. 342 p. 8°.

The interpretations embodied in this book are based upon the study of some 200 records drawn from the clinics conducted during a 5-year period under the Commonwealth fund program for the prevention of delinquency. The most typical and frequently recurring problems of parent-child relationships are discussed in Parts I and II, with particular attention centered upon family situations, and the causes lying back of them. Part III, in 12 narratives, deals with the treatment period. Some suggestions for reading for any parent, and for parents interested in special problems, are given at the end of the volume.

SCHMIDT, G. A. Efficiency in vocational education in agriculture. . . . New York and London, The Century co. [1928]. xvi, 314 p. tables, diagrs. 12°. (Century vocational series, ed. by Charles A. Prosser.)

The scope of the field is the consideration of the teaching of vocational agriculture of less than college grade in the public schools. The occupation of farming is discussed in its various aspects as to investment in land, buildings, crops, livestock, farm receipts and expenditures, farm bookkeeping, etc.

THAYER, VIVIAN T. The passing of the recitation. Boston, New York [etc.], D. C. Heath and company [1928]. viii, 331 p. 12°.

The author, who is professor of the principles and practice of education at the Ohio State university, presents a study of the increasing interest on the part of students of education in methods of teaching other than the recitation. Evidence is offered of the limitation of the recitation method, and some newer methods are advocated by educators. The book deals first with the origin of the recitation, and the principles involved in traditional teaching, and then proceeds with certain fundamental principles of present-day thinking and procedure. The outstanding chapters of the study deal with certain new methods of teaching, namely, individual instruction (the Dalton and Winnetka plans), supervised study, socialized recitation, the project method, etc., and the essential phases of teaching procedure suggested by the methods discussed. Short bibliographies, without annotations, are given at the end of each chapter.

WINSLOW, LEON LOYAL. Organization and teaching of art. A program for art education in the schools. Rev. and enlarged ed. Baltimore, Warwick & York, inc., 1928. 243 p. tables, diagrs. 12°.

The author has developed both programs and courses of study for the elementary school, and the junior and senior high school, the latter being referred to as grades 7, 8, and 9, and 10, 11, and 12 respectively.



## CHIEF AIM OF NATIONAL EDUCATION

*Is to Make Citizens of the  
Highest Type*



NATIONAL education is a very wide subject; there is very little which it does not cover. It is not a matter of the intellect only; it is not a matter of the mind; it is not a matter of the religious side; it is not a matter of the physical side only; but it is all these phases of life, without which you do not get the perfect man or woman. They must be put together in their proportions and in their places in a great system so that what is best in everybody may have a chance of being called forth. It is a very great undertaking and will cost a great deal of money. The work will be done only if the nation is behind the movement for its own education, and the nation will be behind the movement for its own education only if we do our work in appealing to the nation, and if we put our appeals high enough. \* \* \* Do not think that I neglect the utilitarian side of education. It is not the only side, nor is it the highest side, nor the most convincing side; the highest and most convincing side is the side which appeals to the best elements in people and which puts before them education as something not confined to this or that phase of spiritual life, which does not limit itself to training, to this or that attitude, but which seeks to develop and to make them citizens of the highest type, men and women who take that large view which shows them to their neighbors as themselves, and shows them in the common life of the city something that causes them to put forward the utmost endeavor that is in them.

—LORD HALDANE.



## GOVERNMENT BY EDUCATED MEN

*Assures Benefits of Wide Knowledge of  
Wise Methods*



EDUCATION in the United States is regarded as something organic—something belonging essentially to our political and social structure. We are making the experiment of self-government—a government of the people by the people—and it has seemed a logical conclusion to all nations of all times that the rulers of the people should have the best education attainable. Then, of course, it follows that the entire people of a democracy should be educated, for they are the rulers. ¶ By education we add to the child's experience the experience of the human race. His own experience is necessarily one-sided and shallow; that of the race is thousands of years deep, and it is rounded to fullness. Such deep and rounded experience is what we call wisdom. To prevent the child from making costly mistakes we give him the benefit of seeing the lives of others. The successes and failures of one's fellow men instruct each of us far more than our own experiments. ¶ The patriotic citizen sees that a government managed by illiterate people is a government of one-sided and shallow experience, and that a government by the educated classes insures the benefits of a much wider knowledge of the wise ways of doing things.

—WILLIAM T. HARRIS



# SCHOOL LIFE

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TRAINED "NATURE GUIDES" ACCOMPANY HORSEBACK PARTIES IN THE NATIONAL PARKS

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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue through this volume at least. Miss Emeline S. Whitcomb, specialist in home economics of the Bureau of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. Laura Underhill Kohn and Mrs. S. M. N. Marrs, the achievements of the National Congress of Parents and Teachers are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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No. 6

## Family Recreation the Most Fruitful Feature of Home Life

*Recreation in Itself Amply Justified by the Joy it Produces and the Physical Benefits that it Brings. Recreation in Which the Family Unites makes Home Life Colorful, Alluring, and Happy. Nothing Difficult about it Except the Beginning. Definite Time every Week Should be Set Aside, and Plans Should be Carefully Made*

By J. W. FAUST

*National Recreation Chairman, National Congress of Parents and Teachers*

FLOUR, milk, salt, sugar, lard, and yeast are the essentials of good bread—all that, and the technique of bread making. No housewife would forget the yeast, yet in the making of home life many a mother and father forgets the yeast element.

Food, shelter and clothing, work, worship, and love are all essential, but unless recreation is included the result is often heavy and spiritually indigestible. Recreation and play lighten the home atmosphere as yeast lightens bread. It multiplies the possibilities of comradeship between parents and children. It creates a home life that entices both parents and children with new zest and interest, and serves as an antidote to the urge of the adolescent to seek most of his pleasures outside the home. It has infinite power to raise the plane of that life to higher spiritual and intellectual levels.

Of course no argument is necessary to justify recreation itself. The joy found in it is its own justification. That alone would place it among the cardinal requisites of home life. But it yields by-products which make its indispensable character even more obvious.

### *Recreation Makes Up for Lost Opportunity*

Let us consider first some of these by-products. Enjoyable activity or recreation relaxes and stimulates the body and nervous system. It makes up for much of the lost opportunity for the use of physical and nervous energy that modern machinery and labor-saving devices have

taken away. The big muscle activity stimulates circulation, strengthens the heart and lungs and, as used in many games and forms of play, develops bodily beauty and grace.

Recreation in the open is an important factor in disease prevention and in laying the foundation of sound health. The statement that recreation is a tonic and a restorer of nervous stability reminds us of the tired farm women who had come 20 miles to a "play hour" in a school after doing a day's heavy work at home. She had no idea what that first play hour meant, but after playing strenuous and quiet but happy games for part of the evening she was quite surprised to find herself feeling rested and relaxed in spite of the day's hard physical work. One was work; the other, play.

### *Recreation is a Therapeutic Agent*

It is interesting to note that health agencies, convalescent and rehabilitation hospitals for both physical and mental illness, use various kinds of recreation as a therapeutic agent.

The body with muscles in tone, nerves relaxed and sound, due to active and joyous recreation, is a large contributing factor to an alert mind. You will find that recreation develops mental alertness and keenness. It develops resourcefulness. It trains memory and reasoning powers and stimulates an interest in a much broader range of activities and things. It also makes that other very important contribution to mental stability in mature age—it increases the store of happy memories of childhood and youth.

The most important by-products of recreation in the life of the home, however,

are the spiritual elements it yields. Family recreation makes the home life colorful, alluring, and happy. It develops the closest and most cordial relationship between parents and children and among the children. It minimizes petty upsets and squabbles. It minimizes also the necessity for much parental discipline. It increases tolerance and sportsmanship in the household and it certainly lightens the tasks both of the home and of the school.

### *A Potent Force in Developing Character*

Recreation, both in and outside of the home, is a most potent force for the development of character. "It is a man's desires and emotions that most powerfully influence his acts. Since the most fundamental instincts and emotions require muscular activity for their development, it follows that play which provides for this natural expression must be one of the stressed features in the growth of character.

"The character-forming values of play are fundamental values. Courtesy, self discipline through obedience to law, loyalty and appreciation of the values of teamwork, courage, justice, unselfishness, generosity, honesty, perseverance, and tolerance are all developed through play."

Of course, a playroom, a backyard playground, and books on recreation will not produce these results—will not furnish a play program for a home. Neither will cereals, fruit, milk, and eggs on the pantry shelf furnish a good meal. Both must be skillfully prepared and assimilated.

Perhaps you are asking "What does one do about it? Where does one begin



on recreation in home life?" These questions have been asked at every parent's meeting for consideration of home play at which we have been present.

The first requisite for recreation in the home is a tremendous determination on the part of the parents to start. The second is a spirit of fun and of good sportsmanship and not duty, and the third is—begin! One does not have to study books and plans to make a beginning; nevertheless, we know from experience that the beginning is the hardest part and we know full well the courage and determination it takes to make the start.

#### *Recreation Hour, Fixed and Immutable*

The simplest beginning in home recreation is the family play hour—that hour set aside on the same evening each week for parents and children to enjoy family play. The definite time is very important and no mundane affairs should interfere. This hour should be planned ahead of time and children and parents should plan together. The first program can be made from materials familiar and right at hand. Begin with a few good songs sung together, then the reading aloud or the telling of a good story, and then both active and quiet games, alternating. Parents can contribute their share of the game suggestions from games that they played as children which their children probably do not know. Children learn many games at school and on the playground from which their game suggestions can come. You will find that in a very simple way this will make possible a program for your first hour. After this first attempt you will want the help of suggestions from books such as "The Book of Games," by Fourbush and Allen; "Let's Play," by Edna Geister; and "Games for Playground, Home, School, and Gymnasium," by Bancroft; and the small booklets on "Home Play" and "Fun for Everyone," published by the Playground and Recreation Association of America. These doubtless can be secured from your library. The children will be eager to take a good share of the planning. They will have plays they have read or written and rehearsed that they want to act. As the play nights continue, the planning and carrying out becomes a great joy and less of a problem.

#### *Dinner Time a Great Opportunity*

Of course, many other things constitute home recreation. One of the most pleasant periods of home recreation should be the evening meal provided we can dine instead of merely eating that meal. This is the great opportunity during the day when that delightful pastime, intelligent conversation and discussion, can be indulged under the benign leadership of

parents. Here the family can talk over historical topics of the day; interesting and instructive discoveries and happenings in the world of science, art, industry, and sport, economics and industry, the art and husbandry that lie behind bringing the various food products and utensils to the home, and so on, through a wide range.

For other forms of family recreation we have picnics, excursions to places of historical interest, to museums, to industries, etc. Nature hikes, camping, fishing and hunting, music and dramatics, reading aloud, story hour, and handcraft for home beautification, and so on throughout a long list. Even some household tasks can be recreation if done in the spirit of play.

May we emphasize as a warning, however, that the family never has leisure hours in which to play together unless they are set aside and planned. Leisure, like money, must be saved before it can be spent.

#### *Recreation Plans Must Consider Age Groups*

Children require much time to themselves for their serious business in life, which of course is education, and for growth through play. The recreation in the home must recognize the character and needs of the varying age groups and must consider also places for play. It is helpful in planning home recreation to know the age groups and their characteristics and the playthings that will help them in their normal development. Dr. Joseph Lee, for many years one of the keenest observers and philosophers on recreation, considers this question of age group and needs in his fundamental book "Play in Education." Briefly summarized his classifications are:

1. *First three years.*—Period of babyhood, when the child's life is largely in his relation to his mother. Creative impulse begins to manifest itself in this period. For this age, bright things, balls, sticks, blocks, keys, spools, linen picture books, and a few toys, sand, and mud pies.

#### *Impersonation an Impulse of Children*

2. *Three to six.*—Age of impersonation. Impulse to impersonate colors almost all the child's activities. Main lines of growth in this period are along the lines of fighting, nurture, rhythm, creation, curiosity, and social membership. Playthings: Swings, slides, seesaws, rope or tree to climb, balls and bean bags, drawing paper, paints, crayons, old magazines and blunt scissors, play sand and mud for modeling.

3. *Six to eleven.*—"Big Injun," or age of self-assertion, dominated largely by the fighting instinct, though the chasing, nurturing, and other instincts are strong.

Playthings: All the active physical apparatus mentioned in 2, plus shovels, hammer and nails, boards, bats, balls, etc. This is the age for the beginning of poetry, music, and dramatics.

4. *Eleven to fourteen.*—Age of loyalty. The "belonging" instinct is strong. It is the age when gangs flourish—the playground age. All the apparatus mentioned above, plus trapeze, flying rings, basket and base ball, football, skis, skating, toboggan slide, and real tools fill the needs of this age.

#### *Adolescence the Age of Specialization*

5. *Fourteen to twenty-one.*—Apprentice age. This is the age of specialization. Then tools for special recreation interests of the children may be for tennis, golf, baseball, hunting, fishing, and in the spheres of music and dramatics.

"They not only shade into each other, but overlap. The impulse for self-assertion often shows itself before the age of 6. Loyalty is not suddenly born full-fledged when the child becomes 11 years of age, but it has its roots running back to the very beginning."

The age-old and aging cry, "Where can we play?" indicates what is generally accepted, that children require a place for play which is their very own. A play room, which may be a real room given over entirely to their play, or an end of the attic or the cellar, or merely a movable three-fold screen with windows and door cut in, which can be set up in any corner of any room, transforming that corner at once into a playroom. Children should have shelves or drawers where they may store undisturbed their books, toys, and collections of treasures. A dress-up or costume box is a great help for the dramatic part of playnight and for rainy days. Here mother's and dad's old hats and scarfs and other discarded finery achieves new distinctions as the medium of expression in dramatic art.

#### *Workbench Indispensable to Comradeship*

For father and son a workbench is indispensable. It is the place for repairing household furniture and utensils and to make new decorations for the beautification of the home. It is also the place where father and son work out inventions and do their tinkering. These are all merely incidental. The essential attribute of workbenches used together by father and son is spiritual and educational to both. Here the foundations of a lifelong understanding and comradeship are laid. Here many of the fundamental lessons of life can be taught simply and naturally. Here honesty in work, fidelity to ideals or patterns, patience, fortitude, and determination are developed.

I know of mothers who achieve the same results in sharing the mending and



sewing and other cooperative jobs with their daughters. The fundamental requisite on the part of the parents is the necessary vision.

In addition to these helps for home recreation, we have the back yard—the home of the child's garden, the bird house and dog house, the rabbit hut and bird bath; the swing and seesaw, the sand box and slide, and other tools for the vigorous recreation of the children. Apparatus can be homemade and inexpensive, if ingenuity and resourcefulness are used.

The secret of keeping children at home is found in making home life, both indoors and in the back yard, more enticing and more challenging to the imagination than any other place.

#### *A Comfortable Seat in the Back Yard*

There are two things for back yard lure which we have found unrivaled in their drawing power. One of these is a comfortable bench as far away from the house as possible where father and mother may go with their reading and sewing and be present during some of the children's playtime. The back bench becomes a congregating place for neighbors in the evening and during warm summer evenings may become the center of a very delightful neighborhood life of song, story, and just plain sprightly conversation—all the finest sort of recreation. The other is the outdoor fireplace. This can be made by father and the boys from old bricks and stones and cement, with a few iron rods for grating. We know one neighborhood where such a bench and back yard fireplace increased manifold the beauties and pleasures of relations among seven families. The memories of evening fires, with songs and stories of fishing and hunting and adventure, told from personal experience by a number of the fathers will long be cherished by the children and parents in that group.

In conclusion, recreation entered into with the finest sportsmanship can transmute a drab and stale homelife into a rare and inspiring, a joyous and healthful home atmosphere. It can make the home a place worth belonging to, a haven to hasten to in time of trouble, and, when the day is done, a radiating influence of highest achievement upon its members and an inspiration to its neighbors.

Read: Normal Course in Play, Playground and Recreation Association of America; Theory of Organized Play, Bowen and Mitchell; Play in Education, Joseph Lee; Education by Play and Games, George E. Johnson.



A diploma of honor for the reading of 30 books a year from the school library is given pupils in the fifth, sixth, seventh, and eighth grades of Fergus Falls (Minn.) schools. The reading of 15 books is required of all pupils in these grades.

## Italians Establish International Institute of Educative Films

*Medieval Villa Formerly Owned by German Emperor Will House New Institute. Financial Support by Italian Government, but Administration Will Be by League of Nations, to Enhance Cultural Relations*

By HAROLD H. TITTMAN

*American Chargé d'Affaires ad interim, Rome*

THE SOLEMN inauguration of the International Institute of Educative Films took place in the Villa Falconieri at Frascati, its headquarters, on Monday, November 5, in the presence of Mussolini, the King, the chiefs of the diplomatic missions accredited to Italy, and other Italian and League of Nations personalities. The institute, which receives financial support from the Italian Government, is administered by an international committee (called the council of administration) appointed by the League of Nations, and is the outcome of an offer made by Italy to the assembly of the league held in 1927.

Mussolini opened the ceremony with a speech in French in which in behalf of the Italian Government he formally bestowed the Villa Falconieri upon the League of Nations as the seat of the institute, which, "under the ægis of the league has for its purpose the facilitating and the enhancing of cultural relations between peoples through new methods that are particularly accessible to the intelligence of the greater part of mankind."

The Chilean Ambassador to Rome, M. Villegas, representing the president of the council of the league, M. Procope, thanked the Italian Government for its donation, which he said is destined to render great service to humanity. Then the Marquis Paulucci, the undersecretary general of the League of Nations, spoke in the name of Sir Eric Drummond, and finally the Italian Minister of Justice, Rocco, who is also the president of the institute's council of administration, described the rôle of the cinema in the development of world civilization.

Immediately after the ceremony the first meeting of the council of administration was held under the chairmanship of Signor Rocco.

The Villa Falconieri was built by Alessandro Ruffini in 1548, and was at one time the property of the German Emperor. It was confiscated during the war, and was later formally offered by the Italian Government to d'Annunzio as a private residence. The offer was not accepted, and the villa remained empty until its formal opening as the seat of the institute.

### Conference of Southern Rural School Supervisors

A conference of rural school supervisors of the Southern States, called by the United States Bureau of Education, was held at the Hotel Roosevelt, New Orleans, La., December 17 and 18, 1928. Problems of special interest to rural school supervisors, factors in their solution, extension of information concerning rural school supervision, and improvement of teachers' meetings were the four main topics discussed by more than 100 participants assembled from 14 States. They included State Superintendent Harris, of Louisiana, members of 11 State departments of education, county superintendents and supervisors, 2 representatives from the United States Bureau of Education, and several other educational leaders.

Outstanding addresses were made by Dr. H. H. Ramsay, superintendent Mississippi State School and Colony for Feeble-minded; Mrs. S. M. N. Marrs, president National Congress of Parents and Teachers; and Dr. John Carr, pro-

fessor of education at Duke University, North Carolina. Doctor Ramsay outlined a plan for safeguarding the educational welfare of mentally defective children in rural areas. Doctor Carr presented an account of a series of teachers' meetings which in purposes and achievements accorded with approved principles of teaching. Mrs. Marrs stated that interest in rural school supervision might well be promoted through appropriated programs of local parent-teacher associations.—Annie Reynolds.



Athletic training after school hours was given to more than 80,000 elementary schoolgirls of New York City last year as part of the program of the Public Schools Athletic League, girls' branch. About 25,000 elementary school children participated in park fetes held by the league. Among high-school girls field hockey was the most popular activity, and during the year 24 hockey fields were used by 3,000 girls who reported each week for practice.



# National Parks Afford Education By Unconscious Absorption

*Field Schools and Laboratories Present their Lessons Interestingly. Educational Corps Organized to Meet Insistent Demand of Visitors. Museums Established in Major Parks. Past Year Noteworthy for Extension of Educational Effort*

By ISABELLE FLORENCE STORY

*Editor National Park Service*

IN THE NATIONAL PARKS education seems to be absorbed unconsciously, rather than acquired through hard study. As field schools and laboratories these areas present their facts so interestingly that acquiring knowledge becomes a fascinating game that gets a stronger and stronger hold upon the player the longer it is pursued.

## *Educational Aspects Developed Recently*

It is only within the past eight years that this phase of the national parks has been recognized and its possibilities developed. Prior to that time the parks were looked upon as superior playgrounds, or even as mere incidents in the course of a tourist trip which was to include as many interesting scenically beautiful places as could possibly be crowded in, and it was the scenery of the parks, rather than their interesting natural phenomena, that drew visitors of the latter classes.

The change that has taken place in the attitude of the average park visitor within the short span of eight years is astonishing. The demand for knowledge now is insistent, and to satisfy it there has developed within the park organization a specially trained educational personnel under the leadership of the chief park naturalist and forester. This includes park naturalists, nature guides, and museum assistants. Personally conducted trips into various sections of the parks and lectures by the naturalists and guides have proved an especially popular branch of the new service.

## *First Park Museum in 1924*

So successful has been the educational work of the National Park Service, and so wide its appeal to visitors, that it has attracted the attention and interest of educators and scientific organizations throughout the United States. In 1924

the first big measure of cooperation in this line of work was undertaken when the American Association of Museums secured from the Laura Spelman Rockefeller Memorial a grant of \$70,500 for the establishment of a museum in Yosemite National Park. Another fund of \$5,000 was made available by the memorial to cover the expenses of the committee on museums of the American Association of Museums in making an investigation of the possibility of developing museums in other national parks. Previous to this combined grant of \$75,500, however, funds amounting to \$5,000 were donated by a private individual for the construction of a museum building in Mesa Verde National Park, under the supervision of the park superintendent. An interesting adaptation of the early pueblo architecture was used in the design.

## *Great Educational and Scientific Possibilities*

As a result of the investigation by the committee on museums a further fund of \$10,000 was appropriated by the Laura Spelman Rockefeller Memorial for the erection and equipment of an observation station and trailside museum at Yavapai Point in the Grand Canyon National Park. Other organizations cooperating in developing this museum were the Carnegie Institution of Washington and the National Academy of Sciences. Constructed of native weathered stone and logs, the station harmonizes with the



Study of geological and biological features adds to the attractiveness of National Park scenery





Yosemite National Park Museum is in the shadow of El Capitan

landscape features and seems almost to have grown as part of the canyon walls. Of this museum Dr. John C. Merriam, president of Carnegie Institution, has said: "After conferences with a very large group of leading scientific men, investigators, educators, and students of highest utilization of educational features of America, I have no hesitation in saying that the opportunity for study of a large group of natural features, both educational and inspirational, at the Yavapai Point station will furnish one of the greatest educational and scientific possibilities of America or of the world."

#### *Survey of Educational Opportunities*

The year 1928, however, has been the banner year in the development of this phase of park work. Realizing the importance of directing the growth of the educational activities in the right channels, a fund of \$10,000 was provided by organizations which have taken a keen interest in this work to make possible a thorough study of the educational possibilities of the national parks and report thereon. With this fund available the Secretary of the Interior requested a number of prominent educators to undertake the survey. Drs. John C. Merriam, Hermon C. Bumpus, Frank R. Oastler, Vernon Kellogg, and Harold C. Bryant accepted the Secretary's invitation to carry out this important educational work, and during the summer field inspections were made of the major national parks, followed by later meetings in Washington.

During this year also a grant of \$118,000 was secured by the American Association of Museums for the construction of museums in Yellowstone National Park, after study of conditions in several of the parks by a committee of that organization. Plans include the construction of a new museum in the headquarters

group at Mammoth Hot Springs, a branch museum and auditorium at Old Faithful, several smaller buildings, some exhibits

in place, and other features of permanent educational value. Work is being pushed on the Old Faithful Museum so that it may be ready for service during the season of 1929

#### *Colleges Establish Summer Field Schools*

Although in general the educational advantages of the national parks are presented informally to the general public more or less in the form of recreation, a number of colleges have conducted part or all of their summer field schools in these reservations. Among them are the Princeton Summer School of Geology and Natural Resources, the division of entomology of the University of California, and Northwestern University. Especially interesting is the work of the Yosemite Field School of Natural History, established in 1925 through a cooperative arrangement between the National Park Service and the California Fish and Game Commission. The work of the field school, which is of university grade, supplements the lower division of the uni-



Within the ice cave of Paradise Glacier, Mount Rainier National Park.



versity courses in botany and zoology, bringing first-hand acquaintance with the various living forms of the region. Each student attending the field school is given practice in teaching, conducting parties into the field, giving camp-fire talks, and preparing nature notes. Up to the present time it has not been practicable to enroll more than 20 students annually, although many times this number apply. The course lasts six to seven weeks. There is no tuition fee.

With the increase in educational activities the need for adequate libraries in the national parks has been stressed, and during the past year, through the efforts of Dr. H. C. Bumpus, of the American Association of Museums, the American Library Association became interested in this project, with the result that a committee was appointed to establish libraries in the major parks. The use made of the library maintained in Yosemite Park in connection with the museum has already demonstrated the importance and value to the public of such park libraries.

With all that has been done during recent years to promote the educational phase of park work, the field is so new and so vast that it has barely been scratched. It is fascinating to think of what the future may bring forth along these lines.

## English School Exhibits American Architecture

Bembridge School, in the Isle of Wight, England, has for some years given a required course in American history, and is at present holding a comprehensive exhibition of American architecture.

Bembridge School, which takes boys from 13 to 19, is what is known in England as a "public school"; in other words, an institution supported by fees and private endowments, governed by a council of men in public life, and of a high standard among schools whose special purpose is to prepare boys for Oxford and Cambridge. The first president of the council was John Masefield and the present president is Dean Inge, of St. Paul's. Unlike Rugby, Winchester, Eton, Harrow, and other public schools, Bembridge allows greater choice between modern and classical training, and also tries to give scope to students with special talents in the arts. The headmaster or warden, J. Howard Whitehouse, is a former member of Parliament, and is an ardent advocate of Anglo-American friendship. There are a few American boys in the school each season.

The school holds three public exhibitions annually in its Ruskin Museum.

The museum is so named because the principles of education of the institution have been founded on Ruskin's proposals.

The exhibition of American architecture comprises an excellent selection of more than 500 photographs, plans, and sketches which have been obtained partly through the efforts of this consulate. Several of the best-known architects of the United States contributed views of their work. Examples were also obtained of New England colonial, Southern colonial, and Spanish colonial buildings, and there are a few views of modern adaptations of pueblo and Aztec architecture.—*Roy E. B. Bower, American vice consul, Southampton, England.*



## High-School Musicians Will Assemble in Camp

Eight weeks of music study and recreation under exceptional surroundings in the National High School Orchestra and Band Camp at Interlochen, Mich., will be available next summer to 300 boy and girl musicians graduating this year from high schools in the United States. Major activities will be an orchestra of 150 players, a band of 90 players, and a chorus of 60 singers. Each section of the band and orchestra will be in charge of an artist-performer. In order that students may take advantage of the recreational facilities provided, enrollment will be limited to two of these activities. Courses in music supervision will be offered in connection with Teachers College, Columbia University, and credits gained will apply toward a degree in that institution. Plans for the summer include regular concerts directed by guest-conductors, men of distinction in the world of music; request programs; organization of a choir for Sunday services; and numerous other vocal and instrumental features, as well as the presentation by a massed chorus with the assistance of visiting artists as soloists of Mendelssohn's oratorio of Elijah. The 300 high-school graduates who participate will be young men and women of excellent character, loyal members of their school organizations, selected because of their outstanding musical talent.



Students are graded on moral and civic qualities in Flathead County (Mont.) High School. Each student is graded by all his teachers in sportsmanship, school spirit, honesty and trustworthiness, open-mindedness, consideration for the rights and opinions of others, cooperation, initiative, leadership, industry, application, courtesy, manners, and mental and moral cleanliness. The records are permanently filed.



Indian industries are displayed to visitors at Grand Canyon National Park



## Denominational Colleges Many, But Relatively Small

Of six hundred and twenty-four 4-year colleges and universities in the United States, more than half (376) are under the control of denominational bodies, according to a study of higher educational institutions, by Dr. Walter J. Greenleaf, associate specialist in higher education of the United States Bureau of Education. Of the 376 denominational institutions, 102 are under Catholic control, 75 are under Methodist control, 55 Presbyterian, 46 Baptists, 23 Lutheran, 9 Friends, and the remaining 66 institutions are under the control of 19 different denominations. Older colleges and universities of the country were founded and controlled by churches, religious groups, or sects, but later many denominational colleges grew away from the Church and became non-sectarian. Other higher institutions were established and are controlled by the State, the city, and by private enterprise. Although denominational institutions compose 60 per cent of the entire number of higher institutions, they enroll only 29 per cent of all college students. Twenty-three per cent (142) of the institutions are under private nonsectarian control and enroll 31 per cent of all college students in the country; 17 per cent (106) are publicly supported institutions, and enroll 40 per cent of all students in higher institutions. Universities and colleges supported by denominational bodies foster a religious atmosphere peculiar to the creed of the denomination, but accept students of other faiths.



## Transportation For 15,219 Utah School Children

Utah is one of the foremost States in providing transportation for pupils who live beyond walking distance of school. Expenditures for transportation of school children averaged \$19 per pupil in grades 1 to 8, and \$33 per pupil in grades 9 to 12, in 12 large school districts of the State during the school year 1927-28, as shown by a study of transportation, results of which have been published by the State department of public instruction. The general average for all grades in the 12 districts was \$25; the average per pupil in the different districts ranged from \$18 to \$53. A total of \$279,191 was expended by the 12 districts, amounts paid in the different districts ranging from \$9,706 to \$45,019. Cost for the transportation of pupils in all districts of the State, 15,219 pupils, was \$403,468, an average of \$26 for the State at large.

Of all children for whom transportation was provided in 1927-28, 13 per cent

traveled by railway, 74 per cent by automobile, 6.5 per cent by wagon, 5 per cent by private conveyance, and 1.5 per cent of the pupils for whose transportation funds were supplied were boarded near the schools in lieu of transportation.



## Open-Air Theaters for Mexican Rural Schools

To bring joy, hope, and light into the lives of country people and to reduce the temptations of vice, Mr. Ezekiel Padilla, Minister of Education for Mexico, hopes to establish an open-air theater in every rural school in Mexico. New, simple, and interesting plays are sought for the school theaters. Prizes of 300, 200, and 100 pesos are offered to stimulate the production of such plays. The themes must be of a healthy and social kind, and the plays must have a happy ending. They must tend to exalt and dignify the lives of rural workers. The plays must be of one or two acts, must require little scenery, and must not be beyond the histrionic ability of farmers.—*From an article in El Universal, January 4, 1929, forwarded to SCHOOL LIFE by Abraham Rudy.*

## Canadian Legislation for Appren- ticeship Supervision

Provision for Government supervision of apprenticeship programs and for the setting up of representative provincial and local organizations to promote and develop training in designated trades has been made in the Ontario apprenticeship act of 1928. It is in the form of enabling legislation, and is the first legislative action in Canada to assist industry in providing adequate training facilities for young persons entering skilled trades. The act at present applies only to the building trades, but it is thought that eventually other branches of industry will be brought within its scope.



English has been adopted as the official language to be used by Finland's Students' Corps Union in its correspondence with foreign student organizations and societies. French, German, and Swedish, and a combination of them, were suggested, but when a vote was taken in a convention English was adopted as the sole official correspondence language.



Lectures by nature guides feature the visit to "General Sherman," the oldest of all living things



# Right Sort of Education a Vital Necessity for the South

*Southern States Becoming Diverse in Character but Retain the Consciousness of Unity.  
Peculiar Problems of Race, Agricultural System, Illiteracy, and Individualism.  
Young Men Should be Trained for New Kind of World*

By H. W. CHASE

*President University of North Carolina*

IT HAS COME sharply to the attention of all of us these last few weeks that the Solid South is not what it used to be. It is not only in a political sense that the once Solid South is breaking under the strain of continued peaceful penetration. In outlook, in their social and industrial order, States like Virginia or North Carolina, for example, tend more and more to be different from such States as Mississippi or Louisiana.

It is my conviction that within another generation the South will be far less homogeneous than, say, the Middle West. And yet, with such a growing diversity, there is in all this region a consciousness of unity which is real and genuine. It springs, of course, from historic sources too familiar to need recounting here. It is heightened by a sense of present problems that are, in one way or another, peculiarly regional in character.

There is the problem of race in all its ramifications. True this is becoming an urban problem in other sections, but no other part of the country must puzzle out the intricate questions of justice and fair dealing to both sides that arise when white and black must live in constant contact, in mutual interdependence. There are very few areas of thought in these southern States that are not touched and colored by this primary and fundamental fact.

## *Tenant System Peculiar to the South*

Then there is the peculiar problem of southern agriculture. No other part of the country knows the tenant system under the conditions that we of the South know it; in no part of the country is the average farm so untouched by the coming of the age of machinery, of higher standards of living, and a more varied and interesting life. There are the particular features which distinguish southern industry; its lack of concentration in a few great centers, with city slums, large foreign populations, and self-conscious unionization; its paternalism; its mill-village centers; its strong tradition and philosophy toward labor.

There is, again, the problem of illiteracy on a larger scale than elsewhere and, what

is even more characteristic, the problem of comparative illiteracy due to short school terms, irregular attendance, poor teaching, and the lack of an environment that converts the power into the desire to read. But I need not proceed further with such examples. It is easy enough to make a list of such problems the character of which is typically southern in one or another significant particular.

More significant still, it seems to me, is the fact that in this region there has existed, and still exists, a temper, an attitude, an outlook on life, that has been to a high degree distinctive. This is a fact that has been much commented on, by both admirers and detractors of the South. It is a fact which needs both study and statement. One thing is certain, that its center of gravity is not that of the world of science and large-scale industry that has so definitely come into being in America and western Europe. The southerner measures his values in somewhat different terms than either the northerner or the European.

## *Humanistic in a Machine Age*

Its best, his outlook stresses, in a machine-made age, a highly desirable humanistic element, a sense of the worth of the individual, of the value of personality. It finds expression in an enrichment of human relationships, a deep sense of the abiding worth of spiritual values, and of the importance of the fine art of living with charm and grace. Its defects are, naturally, those of its virtues and of its history. No one who studies this history can fail to understand whence came its intolerance and the self-righteousness that it exhibits at its worst. For the rest, it seems to me that we must list tendencies to false sentimentality, to be too easily satisfied with second-rate achievement, and to undervalue the place of work in life as the modern society of science and industry esteems that place.

Here, then, is the South; still in a sense a peculiar people, still relatively homogeneous in outlook, still with problems that are in many ways essentially its own. But there are no lofty mountains, no impassable deserts, to keep it inviolate. Railroads and highways run in and out; books and magazines and movies

and restless capital invade it; New York and Europe beckon its tourist; colleges and universities break sectional lines in their faculties and their student bodies. Its hotels, its automobiles, its clothes, and its electric refrigerators are not to be distinguished from those of the rest of America. In short, the South and America have been discovering each other. The South is, as it were, being absorbed into the great body of the Nation.

We all know that there is in southern life to-day a restlessness, a ferment, a sense of change. There is, to alter the figure, a strain, a tension at the center of things. It is due, clearly enough, to the fact that the South must now of necessity adjust itself to a machine world, foreign to its traditions; a world that has been brought into being by science and industry; a world that reckons efficiency and achievement above personality; a world that exalts work rather than leisure; a world that thinks of groups and organizations more often than it does of individuals. There is much about this world that is distasteful to southern habits and traditions. It is, as I have said, a world whose center of gravity is different.

## *Changes Must Be Made Gradually*

Such a state of affairs makes for a high degree of emotionalism in the discussion of almost every important question. On the one hand are those who are hotly arrayed against the intrusion of any "foreign" ideas, whether in religion, in industry, in education; men who urge the status quo are forgetful that an object in unstable equilibrium has no status quo to speak of. At the other extreme stand those who fail to remember the really distinctive problems and outlook of the South, and who clamor for a new world in these parts by to-morrow morning.

In such an age of transition and ferment our lot is cast. As people interested in education we can surely not avoid a sense of the deep significance of our task at such a time. We must train young men and women to live in a world very different in many and fundamental ways from that of their fathers. Do not misunderstand me. I do not believe that the South may not have a real contribution to make to American civilization. But it certainly is not in a position to create until it has mastered the technique of modern scientific industrial life. The importance of work; more exacting standards of achievement; the development of a habit of self-criticism; the importance of ideas and intellectual quality; the necessity of cooperation as organization have supplanted the old frontier individualism in the life of to-day—things like these must come to occupy a larger place in our procedures, unless we are to flounder at an everlasting disadvantage in the contemporary world.

Address at the Southern Conference on Education, University of North Carolina, Chapel Hill, Nov. 15, 1928.



And it is first of all education that must seek to develop them.

If there ever was a period in which not to educate, or to offer inferior education, was a suicidal thing, it is surely in the South at this moment. The South is a land of opportunity—but of opportunity for whom? We certainly can not hope for one moment that our youth can compete with the best brains of those trained by the exacting standards of a world of science and industry so long as we stand near the bottom of the list in our educational processes. No one has greater admiration than I for the determination with which the South, in its days of poverty, set out to rebuild itself through education. The history of those campaigns of a generation ago will always be written on golden pages of our remembrance. But we must still go forward. We must go thoughtfully forward. We can not evade real difficulties. Problems of finance are not imaginary, either for States or for private foundations.

#### *Difficult Problems Crowd Upon Us*

Questions of the type and content of education for such an age of transition, of the responsibility of school and college to each other when well marked differences of opinion and practice exist, questions of how to reflect through education more of beauty and dignity in our common life, attempts to clarify the underlying purpose and function of education in our day and time—such problems as these crowd in on us as we begin to consider the peculiar and significant task that is ours. These, and others like them, are major problems for us, whether we find ourselves in school or college or university or in any wise responsible for, or interested in, any phase or department of education, for education, and the right sort of education, the right atti-

tude toward education, are for the South a vital necessity.

It is with the thought of providing an opportunity for the discussion of these larger questions of educational policies and methods that these conferences have been planned. Originating in the mind of Dr. E. W. Knight, of our faculty, of whose services in making this conference a reality I desire to make acknowledgment, such a forum would seem to fill a place that no other agency or organization in the South quite occupies.

Such conferences it is our hope to hold here at Chapel Hill from year to year. It would be our purpose that they should be given over, as we have tried to do with this first of the series, to the discussion of questions of broad policy, not too technical or narrow, to be of interest to layman, teacher, and administrator alike. For such meetings, devoid of organization, and committees and platforms and resolutions, but open for discussion, for the meeting of minds and the clash of ideas on the part of people concerned about education as a vital force in our life—for such meetings the response to our invitation encourages us to believe there is a place in this rapidly changing South and it is therefore our happy privilege to welcome here to the University of North Carolina what I believe to be one of the most representative gatherings of leaders in southern thought that has ever come together.



Every town in South Dakota with a population of 1,400 or more and 14 of the 27 towns with a population of 1,000 to 1,400 have public libraries. Of the 68 town libraries in the State, 46 are supported by taxation and 22 are privately supported.

## “Natural” Ventilation Conduces to Pupils’ Health

Respiratory diseases are much more frequent in children who attend recently constructed schools with forced draft than in those who attend old schools in which heat and gravity were the principal factors of air exchange. This conclusion appears in a preliminary report of six schools of Syracuse, N. Y., made by the New York State Commission on Ventilation. Similar studies in 1 and 2 room rural schools of Cattaraugus County, New York, confirm previous findings of the commission that rooms with moderate temperature show lower rates of “respiratory illness than do those which are overheated or underheated.”

The New York commission has resumed its studies in New York City in four public schools which have been placed at its disposal for observation of the effect of different atmospheric conditions upon pupils.



## Conference of State Superintendents in Washington

The National Council of State Superintendents and Commissioners of Education met in the auditorium of the Interior Department, Washington, D. C., December 11 and 12, 1928. Statistics, school reports, and educational finance were prominent among the topics discussed. The January number of *SCHOOL LIFE* contains a full report of the proceedings. So satisfactory was the meeting that the council will meet in Washington every alternate year in the future. The participants in the conference are pictured on this page.



Participants in the recent Washington Conference of State Superintendents and Commissioners of Education



# SCHOOL LIFE

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FEBRUARY, 1929

## William John Cooper, Commissioner of Education

PRESIDENT COOLIDGE, with the advice and consent of the Senate, has appointed William John Cooper, of California, to be Commissioner of Education in the Department of the Interior. The appointment was dated January 18, 1929, and the appointee is expected to enter upon the duties of the office on February 11.

Doctor Cooper's professional and personal record indicates that he will be a worthy successor to a distinguished line of commissioners. Seven men have occupied the position in the 61 years of the bureau's life, and they have included some of the greatest of America's educational guild.

Of the first, Henry Barnard, it was said that "like Saul, the son of Kish, he towered above his fellows." Lyman C. Draper, superintendent of education for Wisconsin, declared enthusiastically that "as a promoter of the cause of education the career of Doctor Barnard has no precedent and no parallel."

Gen. John Eaton followed Doctor Barnard in the commissionership in 1870 and continued in the position for more than 16 years. Substantial and earnest rather than brilliant, he placed the bureau upon a firm foundation and directed its course along the lines laid down for it by its founders, Edward E. White, James A. Garfield, and Lyman Trumbull.

Nathaniel H. R. Dawson, of Alabama, became commissioner in 1886 and remained three years. A distinguished lawyer and prominent politician in his State, his only previous connection with educational administration was as a member of the boards of trustees of two universities. He knew little of the Bureau of Education at the time of his appointment but nevertheless directed its activities with judgment, and brought about a number of noteworthy improvements in its procedures.

Dr. William Torrey Harris followed Colonel Dawson. His personal reputation as a philosopher and practical school administrator brought to the bureau a prestige which it had never before en-

joyed. In the profundity and clarity of his mental processes Doctor Harris was without a superior; few, very few, men that this country has produced could be counted his equal. His intellectual achievements were known and appreciated in every center of learning "from California to Kazan."

Dr. Elmer Ellsworth Brown was the first commissioner which California has supplied. Although not a "native son" like Doctor Cooper, his interests lay in California for many years, and it was while he was a professor in the University of California that he attained the high scholarly reputation which he enjoyed long before he came to the commissionership of education.

When Doctor Brown left the bureau to become chancellor of New York University at a salary just twice that which he had received as commissioner, his place was taken by Dr. Philander Priestly Claxton, also a university professor at the time of his appointment. Like Doctor Brown, Doctor Claxton had been trained in a leading American university and had supplanted that training by study in Germany. And both men possessed natural endowments of unusual order. Their achievements before, during, and after their service as Commissioner of Education realized the expectation which was justified by their natural ability and their educational advantages.

Doctor Claxton left the Bureau of Education in 1921 and was followed by Dr. John James Tigert, the youngest of the commissioners—the only one who was less than 40 at the time of his appointment. He, too, had the benefit of foreign study, for after graduation from Vanderbilt University he was elected to a Rhodes scholarship, and spent three years at Oxford. His incumbency of the commissionership lasted seven years. He left it to assume the presidency of the University of Florida with emolument far greater than the Bureau of Education could offer.

It is to this company that Dr. William John Cooper has been called. His life has not been long enough to reach the heights attained by Doctor Barnard and Doctor Harris, for he is only 46 years old. But his professional training and his professional experience are worthy the traditions of the place. And the ability that he has shown in the positions he has occupied and the recognition accorded him by his associates in his own State give promise that the United States Bureau of Education under his direction will reach new and greater usefulness. This is his record:

William John Cooper was born in California, November 24, 1882. His elementary and secondary school training was in the public schools of Red Bluff,

Tehama County, Calif. He was graduated from the University of California with the A. B. degree in 1906, and received the master's degree in 1917. He has done advanced work at the university since 1917, and in 1928 he was made doctor of education. His major subjects in undergraduate work were Latin and history; and in graduate work, education and history.

After graduation in 1906, he taught Latin and history in the Stockton High School for three years. In 1910 he became head of the department of history in the senior high school and the newly established junior high schools of Berkeley, Calif. Five years later he went to the neighboring city, Oakland, as supervisor of social studies in the intermediate and high-school grades. When the schools of Piedmont were separately organized, Doctor Cooper was made district superintendent and bore a leading part in the campaign for a bond issue to raise funds for the necessary building program. After three years in Piedmont, he accepted the superintendency at Fresno, and was active there also in developing the physical equipment of the schools as well as in improving the work of the classrooms. Doctor Cooper's success in Fresno led to his selection as superintendent of public schools of San Diego. He remained there only about a year, for in 1927 the Governor of the State appointed him State superintendent of public instruction. He accepted the position at a financial sacrifice.

During the war Doctor Cooper obtained leave of absence from his duties in Oakland and became business manager for the War Department's committee on education and special training in the Western States. This work continued eight months.

In five summers since 1919 Doctor Cooper has given courses in education in the summer school of the University of California and in one summer he taught in the University of Oregon. While superintendent at Fresno he conducted classes in the State Teachers College of Fresno. He has lectured on educational subjects at the Universities of California, Oregon, and Washington.

Doctor Cooper was married in 1906 to Edna Curtis, who was graduated from the University of California in the same class with him. They have three children.

As Commissioner of Education Doctor Cooper will not control any school or educational institution in the United States, except that he will direct the administration of the schools for the natives of Alaska, and he will perform certain duties in relation to the Federal appropriations for land-grant colleges.

The Bureau of Education is essentially an advisory agency. Its purpose, as



declared in the law creating it, is to collect such statistics and facts as shall show the condition and progress of education, and to diffuse such information respecting the organization and management of schools and school systems as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

If Doctor Cooper follows the example of previous commissioners he will travel much, surveying schools and making recommendations for their improvement if requested to do so, making addresses before gatherings of teachers, holding conferences with specific educational purposes, and otherwise rendering aid and comfort to the workers in the educational field in accordance with their needs and desires.

Within the Bureau of Education he will direct research by specialists in the several branches of education, will supervise the collection of statistics, and, within the limits imposed by congressional appropriations, he will procure the printing and distribution of the results of investigations within and without the bureau. He will conduct extensive correspondence to supply information and advice upon a great variety of topics presented by persons in practically every community of the United States, and in foreign countries.

His influence will extend to the uttermost parts of the land. No other educational officer will have so wide a field or such opportunities for rendering effective service.

### Professional Courses for Bronx Teachers

Courses in the history and principles of education, educational psychology, methods of teaching, and curricula in elementary, junior, and senior high schools, are among the 65 extension courses for members sponsored by the Bronx Boro-wide Association of Teachers, offered at five centers in New York City. Fees are nominal, and the courses have been approved by the board of examiners, and may be credited toward a degree. Lectures are provided by City College, New York University, and Fordham University.



Designation of staff members to act as readers' advisers or for other special work in the field of adult education, has been made by libraries in 13 States and the District of Columbia. The practice is growing rapidly.

### Systematic Training for Museum Workers

A course on apprenticeship has been developed by the Newark (N. J.) Museum. Applicants for admission must have a college degree and must be under 30 years of age. The course, now in its fourth year, extends from October through June. The practice is mainly in museum work. Apprentices work 42 hours a week, and all receive the same training and have equal opportunity to become acquainted with the work in every department of the museum. They are considered members of the museum staff, and receive \$50 a month each for their services. After an introductory course in the Newark Free Public Library, six or more hours a day are devoted to departmental work in the museum, with increasing responsibility throughout the course. Class work is limited to four hours a week, usually devoted to the discussion of museum problems. Instruction is practical, including, in addition to training in office and museum routine, docentry with school classes, contacts with outside organizations, and the writing of reports on matters relating to the museum.



### New Brunswick Adopts Free Textbooks

Approximately 400,000 free textbooks have been distributed by the New Brunswick government school book department since the 1928 school year opened as a result of the extension of the policy of free school books to all the 72,101 pupils of Grades I to VIII in all the public schools of the Province, according to an estimate by the King's printer and superintendent of the school book department. The cost is distributed as follows: Grade 1, \$5,409.45; grade 2, \$4,064.85; grade 3, \$5,617.95; grade 4, \$20,838.97; grade 5, \$35,811.40; grade 6, \$17,846.70; grade 7, \$14,556.05; grade 8, \$15,276.84; total, \$119,422.21.—*Frederick C. Johnson, American vice consul, Fredericton, New Brunswick.*



### Persian Government Sends Students to Europe

Examinations conducted in September by the Ministry of Education of Persia resulted in the selection of 110 young men who will be sent to Europe at the Central Government's expenses for courses of study covering several years. Most of them will go to France.

The prospective departure of these students was made the occasion of many public meetings and was featured by the

press as evidence of the Government's interest and intention to push Persia rapidly along western lines to the place it is believed the country of Cyrus and Darius should occupy in the modern world.

Several French professors have been engaged for technical schools in Teheran and some German master artisans for industrial schools.—*Augustin W. Ferrin, United States Consul, Teheran.*



### World Conference on "New Education"

Announcement is made of a world conference on new education to be held August 8 to 21, at Elsinore, Denmark. It will be the fifth international conference of the New Education Fellowship, which has headquarters at 11 Tavistock Square, London, England. The general theme of the conference will be the new psychology and the curriculum. The program includes a lecture each day by prominent educators, and a special feature will be study courses and group conferences. Provision has been made for social activities and recreation, including folk dancing and singing, visits to schools and exhibitions, and excursions to places of interest. The place of meeting in Elsinore is Kronborg Castle, the scene of Shakespeare's Hamlet, which has been lent to the conference for the occasion.



### Marine Corps Trains Men in Aviation

For training men for the United States Marine Corps Reserve in aviation four training centers have been established this year. Courses are open to college men who have completed the ground-school course prescribed by the United States Navy and offered in certain accredited colleges and universities. The men are enlisted as privates, Volunteer Marine Corps Reserve, and are promoted at once to privates, first class, and assigned to active duty. Upon completion of the courses they are commissioned as second lieutenants, Volunteer Marine Corps Reserve, and assigned to active duty for one year of further instruction. The training centers are located in Squantum, Mass.; Rockaway Beach, Long Island, N. Y.; Great Lakes, Ill.; and Sand Point, Seattle, Wash.



A bus for school use has been constructed by boys in the farm shop course in Woodburn School, Oregon.



# Rapid Development of Catholic High Schools in Past Decade

*Religious Orders Have Done Much to Bridge Gap Between the Catholic Elementary School and the Catholic College. Tendency is Toward Central High Schools, Especially in Cities. Growth of Catholic High Schools Apparently More Rapid Than That of Any Other Class of Educational Institutions. Many Lay Teachers Employed in Large Schools. Moderate Tuition Fees Usually Charged*

By FRANCIS M. CROWLEY

*Director Bureau of Education of the National Catholic Welfare Conference*

CATHOLIC and non-Catholic secondary schools in America have developed along the same lines. It will serve our purpose here to describe the types of institutions now found in the Catholic secondary school system, and to outline their development.

There were very few academies for Catholic boys prior to about 1850. Later on in the century several were established, such as the La Salle Academy at Providence; yet they never became numerous or general enough to form a real counterpart to the non-Catholic academy. The non-Catholic academy for girls did find a corresponding institution under Catholic auspices. Among the early Catholic girls' academies established were Visitation Convent, Washington, D. C., 1799; St. Joseph Academy, Emmitsburg, Md., 1809; Loretto Academy, Loretto, Ky., 1812; and Nazareth Academy, Nazareth, Ky., 1814. Like many non-Catholic academies these schools were at first purely elementary. As the pupils became qualified, however, the schools took on higher studies and in time became secondary schools. Thus, Loretto (Ky.) Academy, originally an elementary school, gradually assumed a secondary character. A prospectus of the school issued in 1838 shows that it offered courses of a secondary nature, such as chemistry, botany, astronomy, natural philosophy, and French. These academies were private schools and were usually conducted by religious communities.

## *Continuation of Parish Elementary School*

In the early part of the high-school movement Catholics were not in a position to duplicate the system of public schools. Academically, their parochial schools were not sufficiently developed; financially, it was beyond their means, since the money for all schools was obtained from the free-will offerings of the people. Again the great tide of Irish and German immigration which set in toward the middle

of the nineteenth century made it impossible for the bishops to devise a comprehensive system of education that would include all Catholic institutions. The high school thus came into existence as a continuation of the elementary parish school, and consequently remained under parish control. When a particular parish school was well organized the next step would naturally be to add a year or two, perhaps more, of high-school work. Many of the early parochial high schools offered only one or two year courses, but this same condition existed in many public schools. One of the earliest attempts to establish a high school in connection with a parish school was made in Detroit in 1802.

The third type of institution found in the Catholic secondary-school system is the so-called central Catholic high school. The name is derived from the fact that it is located at the center of Catholic population and maintained by diocesan funds or assessments levied on the various parishes located in the territory it serves. It is not uncommon in some of our large cities to find central high schools drawing students from 30 parishes. The first central high school was established in Philadelphia in 1873.

## *Expansion Rapid in Recent Years*

Facilities for secondary education under Catholic auspices expanded rapidly during the latter half of the nineteenth century. Many academies for girls were established by the sisterhoods, and institutions devoted exclusively to the education of boys were organized by the Brothers of the Holy Cross, the Brothers of the Christian Schools, and the Xaverian Brothers. Secondary education was also furnished in connection with men's colleges or in separate institutions by the Jesuits, the Benedictines, the Franciscans, and the Dominicans. Although parochial high schools have done much to care for the large number of students seeking secondary education under Catholic auspices, the real credit for the solution of the problem must unquestionably be given to the various religious orders. They have done a great deal to bridge the gap between the

Catholic elementary school and the Catholic college. Their efforts are now supplemented by the numerous central high schools established in recent years.

In 1915, the National Catholic Educational Association conducted a survey of Catholic secondary schools which showed that there were 1,276 schools in operation at that time. By 1926 this number had increased to 2,242, an increase of 966 schools, approximately 76 per cent, in the course of 11 years. The number of teachers increased from 2,505 in 1915 to 13,242 in 1926, an increase of 10,737, or 400 per cent. In 1915 the number of pupils enrolled was 74,538. By 1926 the enrollment had increased to 204,815—130,277 more than in 1915, an increase of 175 per cent in a little more than a decade. Between 1915 and 1926, then, the number of schools increased by 966, or 76 per cent; the number of teachers by 10,737 or 400 per cent, and the number of students by 130,277, or 175 per cent.

## *Ratio of Increase Has Been Constant*

When we consider any given 2-year period covered by the biennial surveys of the National Catholic Welfare Conference Bureau of Education, we find practically the same ratio of increase in effect. For instance, in 1920, 129,848 students were enrolled in Catholic high schools. By 1922 the total had increased to 153,679. During the 2-year period 1920-1922, then, there was an increase of 23,831 students, approximately 18 per cent. The average annual rate of increase between 1915 and 1926 was 16 per cent.

The following table includes data on the growth of public and private high schools between 1915 and 1926. The statistics of public and private high schools were taken from publications of the United States Bureau of Education, as follows: Report of the Commissioner of Education 1916, volume 2; Bulletin 1927, No. 31; and Bulletin 1927, No. 33.

The per cent of increase for Catholic high schools between 1915 and 1926 is much greater than the total for either public high schools or for private high schools other than Catholic. It is to be noted also that the proportion of Catholic

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Growth of public and private high schools between 1915 and 1926

Class of school	Enrollment		
	1915	1926	Per cent of increase
Public high schools.....	1, 328, 984	3, 065, 009	130. 6
Public and private high schools.....	1, 484, 028	3, 313, 085	123. 2
Catholic high schools.....	74, 538	204, 815	174. 8
Proportion of Catholic high schools to public and private high schools per cent..	5. 0	6. 2	-----

high-school enrollment to public and private high-school enrollment was greater in 1926 than in 1915. In this connection it must be borne in mind that for some years enrollments in schools under public control have shown a gain over those under private control. The growth in Catholic high-school enrollment during the past decade has been nothing short of remarkable.

The following table shows the enrollment and the number of instructors in the secondary schools of dioceses and archdioceses reporting more than 4,000 students each in 1926:

Dioceses reporting more than 4,000 high-school students in 1926

Diocese	Instructors			Students		
	Religious	Lay	Total	Boys	Girls	Total
Chicago.....	654	161	815	6, 111	8, 797	14, 908
New York.....	443	191	634	4, 857	5, 094	9, 951
Philadelphia.....	397	69	466	4, 656	4, 805	9, 461
Detroit.....	354	57	411	3, 458	4, 865	8, 323
Brooklyn.....	281	102	383	3, 358	4, 953	8, 311
Boston.....	374	54	428	2, 597	5, 452	8, 049
Cincinnati.....	290	72	362	2, 874	3, 223	6, 097
Newark.....	250	86	336	2, 715	3, 220	5, 935
San Francisco.....	288	88	376	2, 434	3, 324	5, 758
Cleveland.....	220	46	266	1, 890	3, 429	5, 319
Baltimore.....	359	54	413	2, 354	2, 628	4, 982
Pittsburgh.....	214	33	247	2, 028	2, 407	4, 435
St. Louis.....	255	31	286	1, 787	2, 304	4, 091
Total.....	4, 379	1, 044	5, 423	41, 119	54, 501	95, 620

Thirteen Cities Have Half the Students

Chicago leads with 14,908 pupils enrolled. New York comes second with 9,951. The difference between the totals for the two cities is striking. For some years the archdiocese of Chicago has been leading the country in the number of students enrolled in every division of the Catholic school system. The 95,620 students enrolled in the secondary schools of the dioceses appearing in the table account for nearly half of the total enrollment of all Catholic secondary schools.

Of the 204,815 students reported in Catholic high schools in 1926, 86,490, or 42 per cent, were boys and 118,325, or 58 per cent, were girls. In the same year approximately 48 per cent of the students enrolled in public high schools were boys and 52 per cent were girls. In other

words, while there were 4 per cent more girls than boys enrolled in public high schools, the preponderance in Catholic high schools was 16 per cent. The writer ventures the opinion that two factors are responsible for this uneven distribution. Even when we grant that the number of girls in high school, due to economic, social, and other factors should normally exceed the number of boys, there can be no question that the markedly unequal distribution in Catholic high schools is due to (1) lack of adequate facilities to care for the boys, brought about largely by certain economic considerations which encouraged the development of girls' academies and militated against the establishment of boys' high schools, and (2) the failure of the Catholic boys' high schools in existence to provide a wide range of courses for their students.

Central Schools Have Many Advantages

The centralization of Catholic high-school facilities has gone forward at a remarkable rate in recent years. In 1922 central Catholic high schools cared for 5.5 per cent of the student enrollment, but in 1926 they were caring for 17.6 per cent of the student body. It is generally claimed for the central Catholic high school that it pools resources, with resultant financial economy; provides an efficient unit of administration, promotes teacher economy, secures well-trained teachers for special subjects, offers a variety of courses, guarantees accreditation, and provides better opportunities for socialization. The parochial high school is giving way to the central high school, since the latter is generally recognized as the administrative unit that lends itself most readily to the solution of the Catholic high-school problem.

Even a casual examination, however, of the data on the size of Catholic high schools shows that much yet remains to be done. Such data indicate a preponderance of small high schools. When Catholic high schools are grouped in such a manner that group 1 includes all schools enrolling 1 to 50 students; group 2, those schools with 50 to 100 students; group 3, those schools having 100 to 150 students, etc., it is found that more than one-third of the high schools have fewer than 50 students, and slightly fewer than one-third have 50 to 100 students. Thus about two-thirds of the high schools have an enrollment not exceeding 100 students. Three per cent of the high schools have an enrollment exceeding 500 students.

New Problems Surround Central Schools

The spread of the central Catholic high-school movement has given rise to difficulties that could not be solved without objective data, such as the location of the center of Catholic population, population

trends, the extent of facilities to be provided, or the territory served by schools in existence. In other words, the parish school, drawing from a parish which is as well defined territorially as any elementary school district in a public-school system, furnished no such problem as the new central Catholic high school. The problem was particularly acute in the large cities, where the financial status of the Catholic parishes would not allow embarkation on an extensive building program, where a number of private schools were in existence, and where there was mistrust and misunderstanding of the central Catholic high-school movement. Social surveys had been employed effectively in the field of Catholic charities, so it was only to be expected that in due time some consideration would be given to the feasibility of a school survey.

Detailed Surveys of 52 Schools

Two surveys have been conducted recently in the Catholic high-school field, the first in Milwaukee in 1926 and the second in Cleveland early in 1928. The Milwaukee study included 12 high schools within the city limits, and the Cleveland study covered more than 40 institutions in the cities of Cleveland, Akron, Canton, Youngstown, and Lorain. Some 2,000 students were enrolled in the schools entering the first study, and approximately 5,000 in the institutions included in the second. The surveys embraced a study of teacher qualifications, efficiency of school plants, facilities available for teacher training, courses of study, teaching methods, social and economic background of pupils, efficiency of instruction as determined by intelligence and achievement tests, and school costs. Every phase of the Catholic high-school situation in the cities surveyed was dealt with. Through these surveys Milwaukee and Cleveland have been able to approach their high-school building programs intelligently.

Better Distribution Due to Selection

Some time ago a special study was made of the distribution of students in 1,441 4-year high schools. These high schools had a total enrollment of 165,822 students in the first, second, third, and fourth years. Of this total 57,591, or 34.7 per cent, were in the first year; 44,370, or 26.8 per cent, in the second year; 34,506, or 20.8 per cent, in the third year; and 29,355, or 17.7 per cent in the fourth year. Data from the 1924-1926 Biennial Survey of Education, made by the United States Bureau of Education show that 37.9 per cent of all students taking full 4-year courses in public high schools, in 1926, were in the first-year class, 26.7 per cent in the second year, 19.6 per cent in the third year, and 15.8 per cent in



the fourth year. Better distribution of students in Catholic high schools can in part be attributed to their selective character.

During the 1926 survey an effort was made to secure data on the agencies accrediting or affiliating Catholic high schools and academies. Of the 1,650 4-year high schools and academies in existence in 1926, 1,076, approximately 65 per cent, were accredited or affiliated. These schools enrolled 143,873 pupils. This means that 78 per cent of the 183,990 students enrolled in all 4-year high schools were cared for in accredited institutions. The accredited schools constituted 65 per cent of the total number of Catholic high schools eligible for accreditation. Approximately 24 per cent of the institutions received recognition by two or more standardizing agencies.

#### *More than Half Continue Studies*

Somewhat related to the question of accreditation is that of the disposition of high-school graduates. Of the 25,107 graduates in 1926, 13,254, or 53 per cent, elected to continue their education. Of the total number of graduates, 8,375, or 33.4 per cent, entered college, and 4,879, or 19.4 per cent, chose other institutions, such as normal, business, and professional schools. The remaining number of graduates, 11,853, or 47.2 per cent entered business, trades, or other occupations.

The teachers in the Catholic school system, with the possible exception of those employed in the college division, are for the most part members of the numerous religious orders of men and women who have consecrated their lives to the cause of Catholic education. The rules of the numerous teaching orders and the regulations of the different dioceses require that teachers must receive adequate training before entering the classroom. Candidates entering the religious orders particularly active in the high-school field are usually college graduates with some professional training. Deficiencies in training and professional growth are cared for through "in-service training" in the extension departments or summer schools of Catholic colleges and universities.

#### *Schools Grow Faster than Teaching Orders*

Eighty-six per cent of the 13,242 teachers in Catholic high schools are members of religious orders. More than 1,800 lay teachers are employed. They constitute 14 per cent of the total number engaged in instruction. There has been an increase of 24.5 per cent in the number of lay teachers in the past two years, due largely to the extension of high-school facilities and the inability of the religious orders to fill the teaching vacancies thus created. The normal

increase in vocations can not keep pace with the teacher shortage caused by the growing enrollment of Catholic schools. As an example of how extensively lay teachers are used, we may cite the following: In two out of five of the largest Catholic high schools of the country, an equal number of religious and lay teachers are employed; in the other three the lay teachers easily outnumber the religious. The employment of lay teachers on a large scale is a phenomenon common to all divisions of the Catholic school system.

#### *Small Salaries for Religious Teachers*

Recent studies of the academic and professional training of Catholic high-school teachers show that approximately 70 per cent of them have four or more years of training beyond the high school. Of the 7,851 teachers with four years of training employed in Catholic schools in 1928, 70.1 per cent held college degrees. Again, 29 per cent of them held advanced degrees, 2.6 per cent the degree of doctor of philosophy, and 26.6 per cent the master's degree. The salaries paid religious teachers in Catholic schools vary a great deal. For religious women the median salary is \$500 per year, for religious men \$1,000. Lay instructors usually receive from \$1,500 to \$3,000, training and experience to a large extent determining the salary paid.

Most of the diocesan school systems are organized on the 8-4 plan. This is particularly true of the academies conducted by religious orders. Schools of this class usually offer three courses: Classical, scientific, and commercial. A greater variety of courses is to be found in the central Catholic high schools. One institution in the Middle West offers the following courses: Classical, scientific, teaching, nursing, drafting, art, home economics, and commercial. A recent survey indicates that the factors which receive consideration by central Catholic high school principals in the determination of curricula are as follows: (1) The wishes of the parents as determined by a survey, (2) the opinion of educational authorities, (3) the practice of public schools in the community, (4) local industrial conditions, (5) the number of pupils who in the past entered college after high school.

#### *Religious Instruction Given Daily*

Most Catholic secondary schools devote five periods a week to religious instruction during each year of the course. About 50 per cent of the schools give credit for religion, which is valid toward graduation. The difference in practice is due to the attitude of the colleges, regional standardizing agencies, and State departments of education to which the schools are accredited.

Some of the schools established in late years, however, are organized on the 6-3-3 plan. Of the 64 junior high schools included in the 1928 survey, 23 were organized on the 6-3-3 plan and 21 on the 6-2-4 plan. The junior high school seems to have attained its greatest popularity in the dioceses of the East and Middle West. Most of the schools care for girls only, a condition which can be attributed largely to the high cost of equipment incident to the provision of exploratory or vocational courses for boys. The course of the Notre Dame Junior High School of Cleveland may be taken as typical:

#### *Curriculum of Notre Dame Junior High School*

GRADE 7	GRADE 8
Religion.	Religion.
English.	English.
Social studies.	Social studies.
Science.	Science.
Mathematics.	Mathematics.
Home economics.	Home economics.
Art.	Art.
Music.	Music.
Physical education.	Physical education.
Orchestra, glee club, dramatics, etc.	Orchestra, glee club, dramatics, etc.
	GRADE 9
	Religion.
	English.
	General science.
	Physical education.
	Music.
Elect one:	Elect one:
Latin.	Business problems.
French.	Algebra.
German.	Home economics.
Spanish.	Social science.

#### *Tuition Fees in Majority of Schools*

Tuition is not charged in 669 Catholic secondary schools, approximately 30 per cent of the total number now in operation. Practically all central Catholic high schools are tuition free. Nevertheless, the great majority of Catholic secondary schools charge a tuition fee which ranges from \$30 to \$175 per year. Costs on the whole are surprisingly low, due to the nominal salaries paid the religious teachers. For central high schools the per capita cost is approximately \$40, and in academies it usually ranges from \$40 to \$100, depending on the number of lay instructors employed. The education of the 204,815 students in Catholic secondary schools in 1926 called for the expenditure of approximately \$9,000,000. Buildings now in use in the instruction of Catholic secondary school students are valued at \$117,040,000.



Parents' associations with a membership of 44,000 give material and moral support to schools in the Federal District of Mexico, in which Mexico City is located.



# Effective Organization of Health Education in Public Schools

*To Perform School Tasks Properly Children Must Have Full Use of Their Physical Machinery. Health Work in Schools Must be Primarily Preventive. Cooperation of Parents is Absolutely Essential, and Their Presence at Examinations is Desirable. Teachers Should Recognize Danger Signals. Salaries of Medical Inspectors Should be High Enough to Attract Competent Men*

By JAMES FREDERICK ROGERS, M. D.  
*Specialist in School Hygiene, Bureau of Education*

HEALTH is that condition in which we have the greatest freedom for the exercise of all our faculties for the enjoyment and for the work of life; it affords us the opportunity to do what we wish to do, and to go whither we desire to go within the limits imposed by heredity and our past experiences.

This definition answers also for education, and it is but logical that the educator has taken it upon himself to see that the child has the maximum of health. In fact, mind and body are so closely related that the schoolman can not consistently do otherwise, even if he thinks only of developing the child's mental possibilities, for he must be aware that the child can not do what his teacher wishes him to do without full use of the physical machinery back of his mental faculties.

## *New Attitude Toward Physical Conditions*

We all have the conception of mental training as the preparation for the highest enjoyment and best work in life, but this attitude toward physical conditions is really new. A great many enthusiastic teachers remonstrate against taking a child out of class for 10 minutes once a year for the purpose of his physical examination. It seems to them time wasted, although it may result in finding that this child is making no progress in his schooling because he is badly fed, or exhausted from lack of sleep, or because he can not see or hear normally. Even principals and sometimes superintendents take this attitude, especially if, as is often the case, they have seldom known sickness or been hampered by physical defects.

Those who supply the funds for school work often appreciate the value of health only after it is lost and not as something to be maintained and improved. No matter what kind of a program we have, it is going to be effective only when its purpose is fully appreciated by the public and it is backed by public funds. A good railroad man does not wait until the wheels come off his engines or his rails spread before doing anything in the way of upkeep, but he realizes that his trains

will get where they are supposed to go most promptly and with least cost when the rolling stock and roadbed are in best condition. And the school child when well fueled and regulated physically will be more likely to profit by his schooling and to be of service to society in later life. The owner of a fleet of motor cars knows that a machine which misses fire or which has a leaking radiator is not quite fit for the service expected of it. In time his eyes may be opened to the fact that a child who has serious defects of eyes or ears is not likely to travel the pedagogical highway at the speed we might expect of him, nor to accomplish what we should like him to accomplish in after life. Moreover, both he and other heavy tax payers will, perhaps, also in time come to see that a child who has as good a bodily mechanism as heredity permits, and who has learned in school some idea and some ideals as to the care of that machine, is not so likely to find his way to the human junk pile to be patched and cared for at public expense.

## *Difficult to Show Definite Results*

We live in a commercial age in which teachers and health workers are not the most influential, and in which they are especially requested to present exact figures of profit for anything they wish to do. Our hospitals can exhibit these. Their reports show so many cases of diphtheria, dysentery, or delirium tremens admitted and so many discharged, so many operations for gallstones and appendicitis, and other striking evidences of restoration to health. In our school health work we can not and probably never can make any such exhibits of results as evidenced in statistics of school progress. It is true that we have occasionally a striking instance of the relation of improved health to mental efficiency, but such instances occur only in extreme cases. Moreover, school work for health, as for anything else, should have its effects in after-school life where we have no opportunity for measuring them.

To produce an effective school health program we need more than anything else an appreciation by the public of this

new attitude toward health. We need it in order to obtain funds so that we may secure an adequate number of well-trained special workers. But the public is also made up of parents of the school children, and a school-health program is not going to be very effective unless we have the full cooperation of the home. We can teach reading, writing, arithmetic, and many other things without any reference to the parents whatsoever, but when it comes to health work it is altogether a different matter. Although we may teach health practices in the school, they must be carried out in the home; we may examine the child in the school, but we must get the consent of the parents before anything is done about his defects.

Parents are more interested in the health of the child than anyone else and if they do not seem so, it is partly because we have left them very much out of account. No matter what our personnel or the organization of health activities, our endeavors will be effective in proportion to the cooperation of the parents. We must take them into our confidence and explain what we are trying to do. Parent-teacher associations have proved powerful helps in this direction. Literature should be distributed; the Bureau of Education has prepared a booklet which seems to fill the bill.

## *Close Relation to Home Conditions*

Aside from sanitary conditions in the school, all active health work begins and centers in the physical examination of the child, and we miss our opportunity if at this time we do not hitch up the home with the school for the period of the child's school life. The examination should include more than physical defects; it should include the child's habits, and incidentally the family customs which have to do with health, and I see no way to come at these except through contact with the parents.

But will the parents come to the examination? If they do not, we have not gone at the matter as we should. In at least one of our cities, Kalamazoo, Mich., last year 100 per cent of the children



were attended by a parent during examination. Parents elsewhere are just as much interested in their children as are those in Kalamazoo. We miss a fine opportunity for parental education (of which there is much talk these days) along with betterment of the child in not having them present.

It will be objected that it takes more time if we have the parent present at the examination. If health is the first objective in education, I do not see why we should begrudge 10 minutes or even an hour out of the 1,000 school hours a year, to be devoted to a study of the child's physical machinery and habits with a view to their possible improvement. After the first examination, it is perhaps not so essential to have the parent present, unless for some special reason.

The health examination leads to health education and serves, for pupil and parent, as the peg on which to hang those health lessons. It is now the teacher's turn to understand what is meant by health in its larger sense and, unfortunately, she as a rule does not fully comprehend. If she did, we would not have the yearly exhibition of children who can not see the blackboard from the back of the room, and others with defective hearing labeled dull because they do not respond to questions. Judged from statistics indicating avoidance of sickness, teachers seem to be much more appreciative of health than the average run of men and women in occupation, but they have still far to go toward the ideal of health as fitness for best work.

#### *Teacher Should Recognize Physical Defects*

Even though special medical examiners are employed, the teacher ought to be able to know whether her children are free from hampering physical defects. Some children are absent at the time of examinations by the medical inspector and some come in during the year; some are sick and return to school with newly acquired handicaps. Every child should be examined at least once a year; and even so the medical examiner is not, at present, likely to see the child for more than a few minutes a year, while the teacher sees him daily, and health is a daily condition, not a yearly one. Moreover, the teacher, with comparatively little training, makes as good an examiner as the average medical inspector, and she is in a far better position than the doctor or nurse to study the child.

The teacher should be able to recognize signs or symptoms of eyestrain; she can note whether the child sees well and at the proper distance; she can even use a test card, but this is of minor importance in such examinations; she can test the child's hearing with the voice, or a watch, or an audiometer; she can tell whether he can breathe through his nose, whether he

has frequent colds or sore throat; and whether he has bad teeth; she can observe whether or not he gets out of breath easily; whether he droops, and whether he does not care to play; she can learn of his feeding habits, his sleep, etc. She ought to know concerning his school work. The teacher is usually a woman, and woman's keenness of observation is proverbial. It only requires to interest her in physical beauty and ability as well as in fashions in beautiful and presumably useful bodily coverings, which all too often serve to disguise or compensate for imperfection and ill health.

The Bureau of Education has prepared a guide for the teacher and for the training of the teacher which has proved a decided help in this direction. It is in use in many of our training schools and has been one of the best sellers among our publications.

It goes without saying that teachers in training should have inspiration and instruction in the guidance of children into healthful practices, and especially in the appreciation that they are working along lines which require the cooperation of the home. Teachers who have not been so schooled will, of course, need direction by principals and supervisors who know their business.

#### *Continue Health Work in High Schools*

Our health activities of all kinds too often halt at the period when they ought to prove most effective—at the high-school age. This is the time of idealism, of ambition to be something and do something, and the mating instinct which foreshadows parenthood is evident. If health examinations are made or hygiene and sanitation are taught at all, they usually fail of their purpose because the purpose is not clear.

In connection with athletic competitions we often hear of the fine experience of sitting at a training table, of regular hours of rest, and of restriction of narcotics and stimulants. After the game the participants usually consider it unnecessary to follow such a régime; but to bolster up the cause of interscholastic games, it is declared to have been a great thing for them. Has anyone ever impressed on these physically ambitious young people and those ambitious in other ways that their achievements in business, in art, in music, in medicine, in law, in teaching, and in their enjoyment of leisure hours will depend just as much on regularity and temperance—on good feeding and ample sleep, and on freedom from nerve leakage by bad eyes, bad ears, or even by bunions?

I wonder how many of those who are interested in music know that of the two greatest musicians of modern times, one was a man of magnificent physique, a fine swimmer, and tireless mountain climber, who slept at will even in the midst of music; and of the other it was said that he seemed to have "the concentrated

power of 20 battalions" within his frame, and "should live to the age of Methuselah." It is significant that this latter giant would not have been known to us had the deafness of his later years been a defect of his early school days. Even Chopin was a vigorous young man until tuberculosis, which is no respecter of persons, developed.

Does the lover of poetry suspect that Browning was a monument of sturdy health and that he railed bitterly against those who were careless of their bodies? Does the reader of Keats know that this poet was a pugilist before consumption claimed him, and that he tramped 30 miles a day in all weathers in a mistaken effort to rid himself of the disease, which made him envy a healthy garbage man?

#### *Many Great Thinkers of Powerful Physique*

Does he know that one of the greatest thinkers the world has known was at the same time one of the most delicate, but that he kept himself for nearly four score years in the nicest of health, as he said, "like a gymnast, balancing himself on the slack rope of life, without swerving to the right or the left."

Fortunately, few high-school pupils will attempt to become great musicians or poets or philosophers, but the law of the fittest holds sway just as surely among plumbers, electricians, stenographers, or aviators.

Our boys are worshippers of health, for they bow daily before the images of their idols on the sporting page; and our young women are acutely cognizant of the signs of health, but they extract them in too large measure from their vanity boxes. They make use of the artificial when they have not the natural glow of health.

Hardly more than 25 per cent of the high-school pupils are taught anything about their bodies—which does not speak very well for an education in which health is placed first. Every pupil should be thoroughly instructed in physiology by one who knows his subject in a living way and not as so many pages in a book. It should be a laboratory course in that every pupil should be made to feel that he is carrying on in his own body the most momentous (for him) experiment ever conducted and that on his knowledge of his own machinery and how to manage it the success or failure of this experiment will depend.

The teaching of hygiene, of course, falls in as part and parcel with physiology. Effective teachers of physiology are not common, largely because they are not in demand, but the subject can be made a fascinating one.

Physical education should serve to promote health, and it misses its full mission if it does not. It allows the means to the healthful overflow of energy along instructive lines. In competitive athletics, however, it takes health and exploits it



not always with physical benefit. Physical education does not fit well into the classroom schedule and the time so devoted to it is often pitifully short.

The physical education period is made up to a large degree of dressing, undressing, bathing, and calling the roll. Physical activities belong more to special after-school hours and to Saturdays, and this is recognized in athletics. There should be ample time, and ample room, and ample supervision for suitable physical activities for every pupil. The school playground should be part and parcel with all playgrounds and open at all seasons under suitable direction.

School buildings and their sanitation are, of course, the foundation of effective school work. We can not expect a program for health to be most effective if put forward under conditions which are not healthful. Our school buildings should be well ventilated and lighted, and the washing and toilet facilities should be not only adequate, but models of sanitation. Every school should be an open-air school in the sense that the climate in it is such as children thrive upon. The clothing of children, which is closely connected with ventilation, should be taken into account, for the child who is clad in a shirt waist and one who wears a sweater are in different classes as concern loss of body heat.

Every class should be a nutrition class, in that every effort should be made to see that all children are properly fed and rested at home. Where lunches are supplied in school, these should be planned and served in accord with the theories we profess.

#### *Special Classes for Physical Defectives*

Of course special classes are needed for those obviously crippled in limb or in speech, and for those less obviously handicapped—namely, the hard of hearing and those with very defective sight. Cincinnati has surpassed most cities in thoughtfulness for these latter.

Organization and administration do not matter much for effectiveness provided we have trained, sensible workers who are allowed plenty of time and opportunity. Health work can be just as effective whether the medical inspection is under the supervision of the department of health or under that of education. In newly organized systems this, like every other phase of health direction, is usually assumed by the department of education. Were it not for the management of communicable disease, there would be little or no reason for its direction in cities by the department of health.

There should be a general director of all health activities with the rank and salary of an assistant superintendent. He should be in direct charge of medical

inspection or of health teaching, or with an assistant in charge of the other branch and one in charge of physical education. It is not easy to find a person thoroughly prepared for such a position. There has been little demand for them, so they have not qualified.

The chief medical inspector should be on full time and well paid, but it is not so obvious that full-time assistant medical inspectors are so desirable; certainly not unless they are paid adequate salaries, say at least \$3,000. You will get better men for the money, I believe, if they are on part time. There should be specialists among these examiners for eye and ear and for orthopedics. The number of physicians needed can be greatly reduced if the teachers are properly educated or if the nurses are trained to make examinations. The physician need not waste his time in doing things which anybody with a little training can do. Nurses are helpful in many ways, but the expensive business of home visitation can be much reduced by securing the presence of the parents at examinations.

#### *Preventive Measures Necessary to Effective Work*

The dental examinations should be conducted entirely by dentists and their trained assistants, and these should be on full time. Except for emergency cases, preventive measures should be adopted if we expect to do really effective work. The fact is that hitherto we have been scratching hopelessly on the surface of the dental problem. It was an overwhelming one. We have been looking into the mouths of children and finding some five or seven cavities in the teeth of 90 per cent of them. To fill or extract these too familiar signs of bad hygiene and bad health would require a small army of dentists. By the method which anticipates decay recently worked out, and applied both in this country and abroad, a comparatively few dentists and dental hygienists should be able to send the children forth from school with practically sound teeth.

For all defective children it is of the utmost importance that means be available for the correction of their defects, otherwise the efforts of medical inspectors are largely wasted. The treatment of only 40 or 50 per cent of defects is not enough.

When it comes to the health-teaching program in elementary and junior high schools, there is need of direction and guidance by some one who can make a constant study of how to handle the child and the home healthwise, and guide the teacher accordingly. We should give our special workers opportunity to visit other cities which offer something new and possibly better in methods or management.

Health work in the grades and junior high schools is simply a part of the routine program of those schools and is likely, other things being equal, to proceed well or ill according to the attitude and interest of the principal. As yet the teaching processes along this line are comparatively new and the teacher, if not well prepared, is likely to shirk anything out of the ordinary. But if health comes first with the principal, it will come first with his teachers.

#### *Defects Acquired Before School Age*

School health work is intimately bound up with all health work. The child arrives in school at a comparatively advanced stage of his life and instead of trailing in clouds of glory, brings with him a host of defects and faulty habits due to heredity, to disease, and to plain ignorance of parents and of all of us. Better health work in preschool days and in infancy will make the burden of the school lighter. The high-school child trained to appreciate home and community sanitation often brings about decided improvements in home conditions, and he will later be an aid in supporting public-health work and in furthering investigations which will lead to the reduction of disease and defects. Thus we form by effective school health work a virtuous circle of training which should hasten the day when such curses as diphtheria, tuberculosis, decayed teeth, and the like will belong only to ancient history, and will be mentioned in schools along with the black death, yellow fever, and smallpox as horrors of the past.

I have already hinted that health work is not readily measurable. We can compare school conditions as to the lighting, ventilating, etc.; we can compare schools as to percentage of children examined, and what is of more importance, the percentage of defects corrected. We can find out how many children seem to be rightly fed; how many are clean, and how many brush their teeth; and what methods of teaching brought this about. But on the whole, we shall find it difficult to know just what we have accomplished for the health of the children; for health is at bottom an intangible thing; factors may enter that defy measurement; we do not know what might have been under other circumstances.

It is difficult to evaluate anything we attempt in education, and we know that we constantly fall short of what we think we should accomplish. The test of health is in accomplishment of life's tasks and we know it does matter very greatly about health, and that by almost universal acceptance health is held to be the most valuable asset an individual can possess. It must therefore be worth working for with intelligence and perseverance.



# State and County Financial Aid for Rural School Libraries

*Sixteen States Aid Rural School Libraries from State Funds and Twelve States Provide for County Aid. Amounts are Usually Small and are Intended to Stimulate Local Effort. Some States Restrict Purchases of Books to Approved Lists*

By EDITH A. LATHROP

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STATE financial aid to assist in the establishment and maintenance of school libraries in rural communities is provided by law in 16 States. County aid for similar purposes is authorized by the statutes in 12 States. In general, this aid is not large and is usually granted on condition that local districts contribute to the amounts given by States or counties or both, purchase books from State or county library book lists, provide adequate facilities for the housing of the books, and assume certain other obligations. The yearly amounts of these grants range from \$5 to \$250 per school, or from 10 to 20 cents per pupil of school age, or from \$5 to \$50 per teacher, or from \$10 to \$268 (plus \$2 additional for each teacher employed) per district.

The 16 States that are encouraging the establishment and maintenance of rural school libraries by financial grants from State funds are: Alabama, Connecticut, Delaware, Idaho, Iowa, Maryland, Minnesota, New Jersey, New York, North Carolina, Rhode Island, South Carolina, South Dakota, Tennessee, Virginia, and Wisconsin.

The 12 States with statutory provisions for county grants for rural school libraries are: Alabama, California, Idaho, Louisiana, Michigan, Mississippi, Montana, Nevada, North Carolina, Oregon, South Carolina, and Washington.

## *Wide Variation in Yearly Grants*

There is considerable variation in the maximum yearly grants which the statutes say that States may contribute to the support of rural school libraries. In Alabama and Maryland it is \$10 per school, with a provision in the Alabama law that not to exceed \$100 shall be awarded to any one county. In Connecticut and New Jersey the amounts for the first year differ from those for succeeding years. For the first year \$10 is appropriated for each school district and each town maintaining a high school in Connecticut, and \$20 per school in New Jersey. For each succeeding year in Connecticut (a) \$10 per 1-teacher school, (b) \$5 in other schools for each group of 100 pupils registered or fractional part thereof; in New Jersey, \$10 per school.

The school census in Iowa, South Dakota, and Wisconsin determines the

yearly maximum grant; in Iowa the limit is 15 cents, in South Dakota 10 cents, and in Wisconsin 20 cents for each child on the census. The maximum yearly award in Minnesota is \$20 per teacher or \$40 for each school building in a district; in Rhode Island, \$200 for each town; in South Carolina, \$25 plus \$12.50 for a bookcase; in Tennessee, \$40; and in Virginia, \$50 per school. The South Carolina law provides that no school, except under certain specified conditions, shall be entitled to a second payment for the purchase of a bookcase.

## *New York Encourages Employment of Librarians*

In New York, \$268 and \$2 additional for each teacher employed for the legal school term is the maximum yearly award in a union free school district maintaining an academic department, and \$18 plus \$2 additional for each teacher employed in all other school districts; for each librarian employed in a union free school district maintaining an academic department, \$100 or the regular teacher's quota is awarded. In North Carolina the maximum is \$50 for each union high school, which in that State is a school that is maintained at least 160 days a year, embraces an elementary school of seven grades and a high-school department containing not less than 20 pupils in average daily attendance.

The maximum yearly amounts that counties may grant for the support of rural-school libraries are as varied as State grants for that purpose. It is \$10 per school in Alabama and Louisiana; \$50 per teacher in California; \$50 per union high school in North Carolina; \$25 per school in South Carolina. In Mississippi not more than \$25 may be awarded to each school in a county and not more than \$250 to a county. Montana school districts of the third class, which are districts of a population of 1,000 or fewer, receive a minimum of \$50, and districts of the first and second classes receive \$50 for each 500 pupils on the school census or major fraction thereof. Second-class districts in Montana are defined as districts with a population of between one and eight thousand. Since the United States census includes as "rural" all places of 2,500 population or less, some of the

second-class districts in Montana come within this group.

The county commissioners in each county in Washington may levy a tax for circulating libraries among rural schools of not to exceed one-tenth of a mill on each dollar of assessed valuation of the county. Michigan, Nevada, and Oregon have no maximum limits. In Michigan all revenues collected by the counties for penal fines are applied to the support of school libraries. The minimum limit in Nevada is \$5 per teacher and in Oregon 10 cents for each child on the school census list. In Idaho the law provides that at least 3 per cent of the moneys annually appropriated to school districts from State and county funds must be applied to the maintenance and establishment of school libraries.

## *Definite Sums from Local Sources*

In 11 of the 16 States granting State aid for school libraries such aid is given only on condition that a certain amount be raised by one or more of the following agencies: (a) Local school districts; (b) friends or patrons of the school; (c) towns (in the New England States); and (d) county boards of education. These 11 States are Alabama, Connecticut, Maryland, Minnesota, New Jersey, New York, North Carolina, Rhode Island, South Carolina, Tennessee, and Virginia.

In Connecticut, Maryland, Minnesota, New Jersey, New York, Rhode Island, and Tennessee the State duplicates the amount raised by the other agencies. In Alabama, North Carolina, and South Carolina it appropriates one-third; one-third must be raised by friends or patrons of the school and one-third by county boards of education. Virginia appropriates one-fourth. A unit library for schools in Virginia is defined as \$40 worth of books, of which amount the patrons and the school district board each provide \$15 and the State \$10; but no school board is obliged to raise money for more than five unit libraries during any one year.

Schools in 5 of the 12 States (Alabama, Louisiana, Mississippi, North Carolina, and South Carolina) in which county funds are appropriated for the support of school libraries receive such funds only upon condition that friends or patrons of the school raise like amounts. Three of these five States—Alabama, North Carolina, and South Carolina—are included in the group receiving State aid. The laws of California, Idaho, Michigan, Montana, Nevada, Oregon, and Washington place no financial obligations upon school districts relative to the acceptance of county funds for school libraries.

Books purchased with State or county school funds for use in rural school districts must be selected from lists pre-



pared or approved by the State's chief school officer, State board of education, or the State department of education in Alabama (with advice of director of archives and history), Idaho, Louisiana, Maryland, Michigan (with the assistance of State librarian), Minnesota, Montana, Nevada, South Carolina, South Dakota, Tennessee, Virginia, Washington, and Wisconsin; the State public library commission in New Jersey; and the State library commission in Oregon. In California books purchased with county school funds must be approved by the county superintendent of schools; in Mississippi they must be selected from a list prepared by the county library commission, which commission is composed of the county superintendent of education and two teachers appointed by the superintendent.

#### *Wisconsin Teachers Must Know Library Methods*

Other responsibilities, in addition to the financial contributions and the selection of books from certified lists, must be assumed by local school districts in accepting State and county aid for school libraries. Among these responsibilities are the furnishing of bookcases in Alabama, Louisiana, Michigan, Mississippi, South Dakota, and Virginia; and provision for librarians in Alabama, Minnesota, and New York (high schools). In Wisconsin all rural teachers are required to show some ability in cataloguing and classifying libraries and all high schools receiving special State aid must place in charge of high school libraries persons with library training. Local districts must submit yearly reports relative to the condition of libraries to the State's chief school officers in Louisiana, Michigan, and South Dakota; to the county library commission in Mississippi; and to the county superintendent of schools in Montana.

#### *State Appropriations Held Not Sufficient*

Very little information is available showing the extent to which library conditions in rural schools have been benefited because of statutory provisions for State and county financial assistance. From the information available it appears that States in which the receipt of State and county funds for school libraries is conditioned on financial assistance from local districts the number of schools taking advantage of the opportunity has increased from year to year, and that usually the State appropriation is not large enough to meet the demands. In States in which the receipt of State and county funds is not conditioned on financial assistance from local districts it would seem that the number of books in the libraries should increase from year to year. In some instances this is reported

to be the case; in others the reverse has been true.

In Alabama the number of school libraries toward which State funds have been contributed increased from 267 for the school year 1918-19 to 630 for the year 1923-24.

The 1926 report of the State department of education of New York says that the State appropriation for the purchase of books, maps, and apparatus for schools was \$125,000. Of this amount \$98,000 was paid for 1,721 allotments for books for school libraries and that was insufficient to fill all the applications.

There is a demand on the part of local school districts in Virginia to meet the conditions of the law for financial assistance for libraries, for the General Assembly of 1924 increased the annual appropriation for State-aided school libraries from \$3,000 to \$10,000.

Reports of the State department of education in Wisconsin show that there has been a law on the statute books providing State aid for school libraries since 1887; that since the legislature of 1921 raised this aid from 10 to 20 cents for each child of school age without opposition it is evident that the law of 1887 as later amended has produced results that are generally recognized as beneficial to the schools; and that as a result of the per capita school library law school libraries have kept growing even though the number of books added each year has been few.

#### *Loss of Books a Serious Problem*

J. A. Churchill, formerly State superintendent of Oregon, said in an address delivered before the National Education Association some years ago that while many additional books have been going to the rural schools of those States that have compulsory library laws, some schools have no more books than they had 10 or 15 years ago. To prevent the loss of books in Oregon the State department of education makes as one of its requirements for a standard rural school the possession of a library of at least 100 books suitable for children in the elementary grades; and makes it the duty of county superintendents to enforce this requirement. As hundreds of rural schools strive each year to become standard, communities naturally take an interest in the disappearance of the books and appoint some one to have the responsibility for an accounting of books each year.

For evening school teachers and social workers, a free course in methods of teaching homemaking and millinery, or homemaking and dressmaking, is offered at Washington Irving Evening High School, New York City, by the State department of education in cooperation with the city board of education.

## For Training Professional Teachers of Music

A conservatory of music devoted exclusively to the professional training of teachers is maintained in connection with Colorado State Teachers College at Greeley. It is the outgrowth of work of the institution in undertaking to prepare professionally trained supervisors and teachers of music in the public school field. A four-year course has been organized which carries college credit. The conservatory specializes in the training of music supervisors in voice, piano, violin, and orchestra instruments, as well as in the development of professional teachers in these subjects.



## Fee for Athletics and Health Service

Free health service and a ticket to all home games played by the varsity athletic teams will be the return which each full-time student of Boston University will receive for new fees which the trustees of the university have decided to assess. Men students will pay \$15, and women students \$10 a year each. The free health service will be at the school of medicine's out-patient department; operations and special attention will be at reduced rates. Two-thirds of the receipts from the new fee will be used for an enlarged athletic and recreational program.



## Golden Gate Association Conducts Nursery Schools

Children enrolled in kindergartens formerly maintained in San Francisco by the Golden Gate Kindergarten Association have been cared for in the public-school system since 1927. The governing board of the association has now turned its efforts toward the education of younger children, and has organized 7 nursery kindergartens with from 25 to 30 children 2 to 4 years of age enrolled in each school. Two of the nursery-kindergartens carry a full-day program, and the other five operate half a day.



"Evaluating education" will be the keynote of the ninth annual Ohio State Educational Conference, to be held at Ohio State University, Columbus, April 4-6. Definite periods have been set aside for group conferences, at which a wide range of subjects will be considered. General sessions will be held on Thursday and Friday nights. Attendance at the annual conferences of the university has practically doubled since 1923.



# New Books in Education

By MARTHA R. McCABE

*Acting Librarian, Bureau of Education*

BENNETT, G. VERNON. Vocational education of junior college grade. Baltimore, Warwick, and York, inc., 1928. 244 p. tables. 8°. (University research monographs, no. 6.)

Preparation of this monograph was prompted by the author's belief that there is a plane of occupations lying between the professions and the artisans' trades, furnishing a field that has been overlooked by schools under public auspices. The study presents first the need for this type of education, and then the present status of education as attempted by factory schools, and by schools conducted for profit. A survey is made of publicly supported educational agencies that might undertake the task of carrying on vocational education of junior college grade if a nation-wide system should be organized. Tables show a variety of occupations for which actual junior college vocational training is now offered, arranged alphabetically by occupation, with educational requirements, length of complete college curriculum years, and the name of the school offering the courses.

BUCHANAN, M. A. and MACPHEE, E. D. An annotated bibliography of modern language methodology. Toronto, The University of Toronto press, 1928. 428 p. 8°. (Publications of the American and Canadian committees on modern languages, vol. viii.)

Reprinted from Modern language instruction in Canada, vol. 1, p. 1-428.

This is an extensive bibliography of material dealing with the teaching methods used in modern foreign languages. The references have been annotated and evaluated, in abstract form. The references are to books, periodicals, reports of commissions and committees, both in Canada and the United States. Indexes are given of proper names and of subjects, as well as an index of organizations and commissions. No list is given of publishers of the periodicals indexed.

FULLER, FLORENCE D. Scientific evaluation of textbooks. An experiment in the cooperative evaluation of junior high school mathematics texts. Boston, New York [etc.] Houghton Mifflin company [1928] 88 p. tables, forms. 16°. (Riverside educational monographs, ed. by Henry Suzzallo.)

As the author suggests in the title, the study embodies an experiment, and the methods used are not final. It is presented with sufficient detail to enable administrators to apply its technique to subjects other than junior high school mathematics. The importance of the school textbooks can not be minimized, and the selection and adoption of the right type of textbooks is no easy task. The book offers methods of appraisal, modes of analysis, systems of weightings, definite plans for procedure and scientific evaluation. Different committees reported on subjects as follows: Illustrations, contents, drills, tests, summaries and reviews, vocabulary, mechanical features, and data as to authors, illustrated with blank forms with directions for their use.

MANGUM, VERNON LAMAR. The American normal school; its rise and development in Massachusetts. With an introduction by William C. Bagley. Baltimore, Warwick and York, inc., 1928.

xvi, 442 p. tables, diags. 8°. (University research monographs, no. 3.)

The history of the normal school in Massachusetts shows, among other things, the far-reaching influence of the campaign for the professional training of teachers, not only upon the common schools of New England, but upon those of other States, and the Nation. Doctor Bagley, in his introduction, emphasizes the appreciation due to the "rugged New England commonwealth" in this respect, by the American people and other self-governing peoples.

MUELLER, A. D. Teaching in secondary schools. New York and London, The Century Co. [1928] 452 p. 8°. (The Century education series.)

The study is intended as a step toward the establishment of a technique of teaching that is based upon scientific investigation. The author discusses many of the principles which go toward making the work of teaching a real profession, which he thinks few will claim, perhaps, at this time. He deals with classroom organization and control, and methods of teaching. The newer methods that have been successful are presented, and those older methods, that have been found to fit in with modern scientific investigation. In a section dealing with the measurement of results of instruction, the need for tests is presented, their value, administration, etc., as contrasted with the old type of examination.

KELTY, MARY G. Teaching American history in the middle grades of the elementary school. Boston, New York [etc.] Ginn and company [1928], vi, 748 p., front., illus., tables, diags. 8°.

The book is intended for the use of teachers of the fourth, fifth, and sixth grades; also for junior high school teachers to use with low-ability groups and for normal school-teachers and supervisors. It is presented in three parts; the first deals with Technique, the second part with Unit treatment of American history, and the third offers Six illustrative lessons. The lessons illustrate drill work, composing a dramatization, a theme illustration (centered around the project of making portages), teaching a historical term (the word Government), picture study, and a lesson on the composer, Edward MacDowell.

LOW, BARBARA. The unconscious in action. Its influence upon education \* \* \* with foreword by T. Percy Nunn. London, University of London press, Ltd., 1928. 226 p. 12°.

The purpose of the author has been to show the bearing of psychoanalysis on education, which she considers important. It is the teachers in the schools who can be the scientific "field-workers," because they are in the position to see the child acting and reacting to his environment day by day. The psychoanalyst can make use of this material obtained by educators, and together they will accomplish more than by working alone. Among other chapters is one devoted to "Some modern educational developments from the psychoanalytic standpoint," where the subjects coeducation, the Montessori method, self-government, and mental tests, are presented.

WILEY, GEORGE M. and VAN COTT, HARRISON. The junior high school in New York State. Albany, The Univer-

sity of the State of New York, 1928. 283 p. illus., tables, diags. 8°.

This type of school organization has developed for the most part in the past two decades. School authorities are therefore seeking information and advice regarding its organization, administration, practices, and courses of study. The book is intended for the assistance of educators in New York, but it will prove suggestive for other States as well. It offers programs of study, discusses the articulation of the junior and the senior high schools, supervision, guidance, etc. The mooted question of homogeneous grouping of students into ability groups is discussed, with methods, examinations, promotions, etc., showing the best practices in the junior high schools of New York State.

RUSK, ROBERT R. The philosophical bases of education. Boston, New York [etc.] Houghton Mifflin company [1928] 205 p. 12°.

The author presents this study in the hope of stimulating a revival of interest in the subject, and directing it along more strictly philosophical lines. He has been for some years an examiner in education in the University of Glasgow, and a lecturer in education to the Provincial committee. Three schools of philosophy are discussed, Naturalism, Idealism, and Pragmatism, and lists of collateral reading are furnished with each chapter. Arguments are based on literature which is quoted verbatim, as authorities may not always be convenient of access.

STILLMAN, BESSIE W. Training children to study. Practical suggestions. Boston, New York [etc.] D. C. Heath and company [1928] xix, 247 p. 12°.

The introduction to the volume is given by Frank M. McMurry, and the introductory chapter is by Boyd H. Bode. The study shows what has actually been done by a group of teachers in the fifth, sixth, and seventh grades of one department of the Ethical culture school, New York City. Method of study is not always a fixed procedure that can be adapted to all subjects of study, but it must be the outgrowth of each particular subject. When children can see that the knowledge acquired will help them to carry on projects in which they are interested they will work hard.

STOREY, THOMAS A. General hygiene. Book one: Constructive hygiene—the determining and contributory causes of health. Book two: Defensive hygiene. Prepared for use of college students. Stanford university, Calif., Thomas A. Storey, 1928. 2 v. tables, diags. 8°.

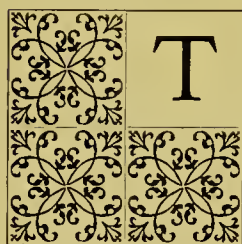
These books are intended for and dedicated to the college student, a citizen-in-the-making, to give him a basis for formulating right health judgments. Book one presents the determining and contributory causes of health; book two studies the agents that injure health, defenses against pathogens, carriers of pathogens, and the contributory causes of poor health.

TROXEL, OLIVER LEONARD. State control of secondary education. Baltimore, Warwick and York, inc., 1928. viii, 232 p. tables, diags. 12°. (University research monographs no. 4.)

This monograph provides an inventory of the nature and extent of State control of secondary education, with an attempt to evaluate the current situation. It is intended to be of use to State school officers, classes in school administration, and the larger circle of those who are interested in the influence, for good or ill, of State regulation in educational affairs.



PARENTS OUGHT TO KNOW THE METHODS  
OF MANAGING THEIR CHILDREN



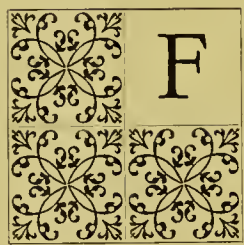
THE first step in the education of the child is the most important. Every one knows that whatever form the branches of an old tree may have, they must necessarily have been so formed from the first growth. The training of the child's body, mind, and soul should be a matter of earnest thought from the very first. It is possible for God to transform an inveterately bad man; yet in the regular course of nature it scarcely ever happens otherwise than that as a being is formed during the early stages of development so it matures and so it remains. Whatever seed is sown in youth such fruit is reaped in old age. ¶ Let not parents, therefore, devolve the whole instruction of their children upon teachers of schools and ministers of the church. They ought themselves to know the methods of managing their children according as they value them, to the end that under their own hands they may receive increases of wisdom and grace before God and man. Let them exercise great care in choosing the methods to be used with children so young. The instruction need not be apportioned in the same manner that it is apportioned in schools, since at this early age all children are not endowed with equal ability, for some begin to speak in the first year, some in the second, and some not until the third year.

—JOHANN AMOS COMENIUS



INSPIRE A SALUTARY PRINCIPLE OF VIRTUE  
AND KNOWLEDGE IN AN EARLY AGE



OR the purpose of public instruction, we hold every man subject to taxation in proportion to his property, and we look not to the question, whether he himself have, or have not, children to be benefited by the education for which he pays. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent in some measure the extension of the penal code, by inspiring a salutary and conservative principle of virtue and of knowledge in an early age. We strive to excite a feeling of respectability, and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law and the denunciations of religion, against immorality and crime. We hope for a security beyond the law, and above the law, in the prevalence of an enlightened and well-principled moral sentiment.

—DANIEL WEBSTER.



6 py 2

*Library*

# SCHOOL

LIBRARY

★ 1929 ★

NATIONAL  
EDUCATION ASSOCIATION

# LIFE

Volume XIV  
Number 7

March  
1929



PUPILS OF THEODORE ROOSEVELT HIGH SCHOOL FIND INSPIRATION TO PRODUCTIVE READING IN THE SCHOOL'S LIBRARY

Published Monthly [except July and August] by the Department of the Interior  
Bureau of Education      v      v      v      v      v      v      v      Washington, D. C.

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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Bureau of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. Laura Underhill Kohn and Mrs. S. M. N. Marrs, the achievements of the National Congress of Parents and Teachers are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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# SCHOOL LIFE

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Secretary of the Interior, RAY LYMAN WILBUR . . . . Commissioner of Education, WILLIAM JOHN COOPER

VOL. XIV

WASHINGTON, D. C., MARCH, 1929

No. 7

## A County Library in a State Where Rural Libraries Are Scarce

*Public Library of Harris County, Tex., Began Its Work on a Small Scale and as an Experiment in 1921. It Embraced 73 Stations and Circulated 155,381 Volumes in 1928. This Development Required Not Only Careful Planning but Physical Labor and Sometimes Actual Hardship for the Devoted Library Staff*

By RUTH UNDERWOOD

*Librarian, Harris County (Tex.) Public Library*

IT HAS BEEN SAID that country people do not read. Library service to rural Harris County has proved that if they do not read it is because they have not had the opportunity, or have not acquired the habit, or because they have lost one or the other. No reading is due to no books; and the solution of the problem is not so much to develop a reading habit as it is to furnish the reading material and let the habit develop—as it surely will.

Texas is almost a virgin field for county library service. It was even more so when the Harris County Public Library was established in 1921. The campaign for a county library began in this county when it was brought to the attention of one man that the aim of the average rural family was so to arrange business and finances that it could move to a near-by city. This man realized that such a tendency was undermining rural life by making it transient, and thus depriving many families of the chances that rural life holds. He made an investigation as to possible advantages that could be extended to the people of our county and, quite by accident, learned of the county library system.

### *Small Appropriation as an Experiment*

Immediately he began to bend every effort to develop a consciousness of what this system might mean, and through an active dairymen's association, succeeded in creating general interest in library service. Through the librarian of the Houston Public Library, he made his approach to the Commissioners' Court. This court was made up of a group of

far-sighted men who readily saw the possibilities of such service. However, they were not entirely convinced, and it was with admitted skepticism that they agreed on an appropriation of \$6,500 for the experiment of county library service for a year.

### *Immediate Response to Suggestion of Service*

The Harris County Public Library began active work with the appointment of its librarian in May, 1921, and the phrase "library service" flashed throughout the county with little need of conscious effort. Petitions for collections of books came from communities and schools, large and small. At the close of the year 26 active library stations had been established, 3,455 volumes placed in the library, and 19,574 volumes circulated. And this year closed with only six months, July to December, of active service.

The Commissioners' Court then agreed that its experiment had been a success, and for 1922 set aside \$12,000 for the maintenance of the county library. Service and budget have grown steadily, and with the close of 1928, the library had a book collection of 30,856 volumes, and circulated 155,381 volumes at a cost of \$22,231.99. The budget allowance for the year was \$22,500.

In library service the measure of growth is increased circulation, and we know how inaccurate circulation figures are. Johnny takes home a book, the entire family read it—and the library from which it was borrowed adds *one* to its circulation. This library has seen growth in circulation, but it has seen even greater growth in the quality of reading its patrons do and in the standardization of its service.

Rural people—and I say "rural" rather than "country"—do not have the numerous advantages and diversions that the people in the large towns and cities have. They have much to compensate for the lack of these things, but their acute need is of that diversion, wholesome recreation and pleasure, which people living in a city have so many opportunities of finding. For this reason their reading is perhaps more of a recreational type. It takes the place of a movie, of a concert, and of other forms of diversion.

One of the greatest services that can be rendered, therefore, is to afford them wholesome recreation. To say that this is the first aim of the Harris County Library would be untrue, because great emphasis is placed on the educational facilities offered, on its effort to supplement the common school, and to serve as a continuation school for adults. Its service attempts to add happiness, to supplement the life and education of each individual and each school, and to offer the opportunity for culture and higher education.

### *Necessities Prevent Formation of Home Libraries*

The status of the American home has changed. In our progress as a Nation economy has played a large part. We have been obliged to strive and contrive to save pennies for luxuries, and even for many necessities, and the home library has been sacrificed. Its sacrifice has been complete to the point of an entire change of viewpoint, and the home that possesses a handful of books, mostly textbooks and gifts, boasts a library.

The function of the public library is greater as this fact becomes more ap-



parent, and in the realization of this condition has come the greater recognition and increased demand for the services of a public library. Ask a member of any family of your acquaintance how much that family spends annually for books to be placed in its home library. You will be appalled to find that the usual answer is "Why, nothing that I can think of," or something to that effect.

#### *School Often the Community Center*

Of the Harris County Public Library's 73 stations, 54 are in schools. Many serve communities in which the school is the only center, where there is no post office, or store, or center other than the school in a radius of many miles. The schools in this type of community are small, with perhaps one or two teachers and a few children. In such communities our collections of books are proportionately small. The smallest collection we have in one school is 32 books that serve a school with one teacher and an attendance almost entirely of Mexican children. Here the books are used in the school only, and no home circulation is allowed. Few, if any, of the parents read English well enough, or Spanish either for that matter, to justify extending book service to them.

The largest book collection we have in any school is 729 books in the high school of a community that boasts of brick buildings for both the grammar and the high-school students, and perhaps more than a dozen teachers. This library, however, is open to the community only by permitting students to take books home for their parents to use.

The size of the book collection, as well as the type of the collection, varies with the school and with the community, for needs are vastly different. Some have built up school libraries to meet the school need; some have attempted to do this but need material to supplement their own collections. The county library staff is helping all it possibly can, even to the point of working over libraries that are in bad condition, classifying their books, and cataloguing them.

#### *School Library Stations are Avoided*

Wherever the school does not actually need a library located in its building, every effort is made so to locate it that it will be available to the community as well as to the school. This results in extending book service. Many parents and the community in general do not use a library station located in a school building. There are many reasons for this, some of which lie in the parents, but many lie in the teachers and our "systematized" schools. A psychologist would have to decide where the fault lies and suggest a remedy.

The general routine of school life is supplemented not only by books from the county library, but also by occasional story hours and informal picture-book hours. These are particularly necessary in extension service, because there is little variety in the life of a distinctly rural community. They offer diversion and introduce a better type and a wider field of reading and recreation.

Many schools have adopted a "library hour." This is in connection with English work, and is usually planned for the last hour of Friday afternoon. The program consists of reading to the class some interesting book or parts of a book pertinent to some phase of current interest—something instructive and with general appeal. The hour is generally closed by delivering books for home use.

#### *Library Rules are Necessarily Lenient*

The rules for borrowing from this library are the same as those of the average public library, though perhaps they are a little more lenient here since our public is scattered and must depend upon many forms of transportation.

The central office is located in the courthouse in Houston and, although it is principally an administrative center, it is open to the public daily except Sunday from 8 a. m. to 5 p. m. for reading and for the circulation of books. The library stations are open for circulation regularly at certain times during the week. The number of hours depends on the community the station is serving. All stations, however, are open at least one afternoon or morning (three hours), a week, and a few branches in the larger communities are open daily for circulation. Each station is visited by the librarian once every six weeks or oftener, and a special visit is always made if it becomes necessary.

Except in a few large communities where full-time work is necessary or where many books are overdue, we depend upon voluntary custodians. For this reason constant supervision is necessary. In practically every school that has a collection of library books for its own use the teacher serves as librarian.

The county librarian or an assistant attends all teachers' institutes within the county and all affairs of general community interest, and in this way the library becomes identified with every phase of community life. It is the privilege of the librarian to say that we have had splendid cooperation from teachers, principals, superintendents, and parent-teacher associations throughout the county, and to this cooperation the library owes much of its growth and success.

The life of a county librarian is full of incidents of human interest. Recently a little woman, crippled and worn, the mother of six youngsters of ages from 6 months to 8 years, told me how much she appreciated a package of books I had sent her, because her husband was not nearly so cross when he had to wait for his supper if she could give him a good story to read.

#### *Father Reads His Boy's Books*

A boy of 12 attracted my attention recently because I had noticed repeatedly that he selected books that could be of little interest to a boy. In talking with him I discovered the reason, and a very grave one it was to him. If he took home the books he really wanted to read, he had to wait until his father read them before he could begin, and his defense was to take books that did not interest the father so that he could read in peace!

In an oil town the other day a boy returned Kim with the remark, "Gee, but that's a good book," and in our talk about Kim he told me that he had read also the *Jungle Book* and *Captains Courageous*, and "if that man ever wrote any other stories I'd surely like to read them." It was in this town, too, that a boy watched us open a box of books and saw among them a copy of *Swiss Family Robinson*. He had read a chapter of this in a school reader, and was surprised to find that there was a complete story; he eagerly took it home with him. Boys of the same community like Altshelter, Heyligher, and Barbour, too, and men are interested in *Browning*, *Knibbs*, *Greer*, *Wordsworth*, and particularly *Service*. The same men enjoyed *Franklin's Autobiography*.

Patrons generally read and relish *Curwood*, *Oppenheimer*, *VanDine*, *Grey*, *Porter*, etc. *Sabatini* titles are never on the shelf. A woman's club is studying interior decorating; another, contemporary artists; a high school reading club is doing "background reading," catching up with the reading they have missed and need. Such interests are typical. They are met every day; they lend humor and pathos, and they stimulate one's desire to work.

#### *Librarian Must Cultivate Self-Reliance*

Our library stations are reached by automobile; a bottomless mud hole, a flat tire, a dead battery, are all a part of the day's work; and only since we have been county librarians have we learned the difference between rain-soaked coils and a locked starter. And since then we have learned to crawl under a car and to change a tire. All this must be done, for we have lonely roads on which there is sometimes not a passer-by for intervals of several hours. We are not adventur-



ous motorists, but it must be kept in mind that our library work was begun as an experiment, and in making good there are many things to do besides charging books.

We have talked books, told stories, shelf-listed, washed windows, chauffeured, and have attended meetings and entertainments at all hours. We have developed a strong right arm by chauffeuring and by carrying first bundles and then boxes of books. We get help from everyone and meet the most willing and co-operating public that can be found, but when things have to be done and there is no one to help, we do them. And like a sturdy child we are continually outgrowing our clothes.

In many ways our service and methods are still crude. Every effort is concentrated on getting the right books to the right people at the right time. Every way of doing this and affording year-round service is utilized. The service is, of course, less crude as time goes on, and to-day we have community library buildings in 5 of our 73 communities. With the exception of two these libraries are financed and built by the communities themselves. Of the two exceptions, one is in a large community, in a brick building on the main street, and was the gift of an interested citizen. The other is in a suburban community developed by a Houston real-estate firm, and they have remodeled their field house according to the recommendations of the county librarian for a community library.

The library center is the gathering place for the people of the community in which it is located. It is the common meeting ground, and serves a social purpose as well as an educational one.



## Demand for London Trade-School Graduates

Of 22 junior technical or full-time trade schools maintained in London for training boys for skilled occupations, 7 schools prepare for engineering, 3 for building trades, 2 for printing, and 1 each for woodwork and cabinetmaking, silver-smithing, carriage building, navigation, music trades, the rubber trade, boot and shoe manufacturing, tailoring, hairdressing, chefs' and waiters' work. They are attended by 2,348 boys, of whom nearly half hold trade scholarships, and 40 are admitted free. Courses of two and three years are given, and regular tuition fees range from £3 to 10 guineas a year. The purpose is to have the boys ready for paid employment at about the age of 16 years. The demand for boys trained in the schools is in excess of the supply, and no difficulty is experienced in placing them with good firms.

# Argentine Teachers and Professors Study American Education

*Dr. Ernesto Nelson, Widely Known in United States, Leads Group Who are Now Visiting American Schools. Permission to Leave Their Duties Granted by President of the Republic of Argentina*

By ROBERT WOODS BLISS

*American Ambassador Extraordinary and Plenipotentiary, Buenos Aires*

FOR some months past the Instituto Cultural Argentino Norteamericano (Argentine North American Cultural Institute) has been working to arrange a visit to the United States of a number of Argentine professors and school teachers. In their activities they have been aided in the United States by the Pan American Union, the Carnegie Foundation, and the International Institute of Education. At one time it seemed that the project might not be realized because of the hesitancy of the Minister of Public Instruction to give the necessary permission for the professors and teachers to be absent from their school work, but the matter was finally arranged by the submission of the question to the President

Official report to the Secretary of State.

of the nation who gave the authorization. I now have the honor to report that a group of such professors and teachers, to the number of about 24, are leaving Buenos Aires on board the Munson Line steamer *Pan America*, under the direction of Dr. Ernesto Nelson, inspector of secondary, normal, and special education. It is planned that the group will remain in the United States about six weeks, so as to visit the universities and schools in New York, Chicago, Detroit, Buffalo, Pittsburgh, Baltimore, Philadelphia, Boston, Washington, and Cleveland. During that time it is expected that some of the professors will hold conferences on their particular subjects and for this purpose they are taking some meteorograph films and stereoscopic views.

## Recent Publications of the Bureau of Education

The following publications have been issued recently by the Bureau of Education of the Department of the Interior. Orders for them should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

Educational achievements of one-teacher and of larger rural schools. Timon Covert. (Bulletin, 1928, no. 15.) 5 cents.

Secondary schools of the southern association. Joseph Roemer. (Bulletin, 1928, no. 16.) 20 cents.

Private and endowed schools offering trade and industrial courses. Maris M. Proffitt. (Bulletin, 1928, no. 18.) 10 cents.

Statistics of education of the negro race, 1925-26. David T. Blose. (Bulletin, 1928, no. 19.) 10 cents.

Laws relating to compulsory education. Ward W. Keesecker. (Bulletin, 1928, no. 20.) 15 cents.

Requirements for high-school graduation. Carl A. Jessen. (Bulletin, 1928, no. 21.) 5 cents.

Bibliography of research studies in education, 1926-27. (Bulletin, 1928, no. 22.) 25 cents.

Report of committees on uniform records and reports. Emery M. Foster. (Bulletin, 1928, no. 24.) 15 cents.

Helps for teachers of adult immigrants and native illiterates. (Bulletin, 1928, no. 27.) 10 cents.

Annual report of the Commissioner of Education for the fiscal year ended June 30, 1928. 5 cents.—*Mary S. Phillips.*



## Costa Rican Teachers to be Trained in Chile

Ten scholarships have been granted by the Costa Rican Government to Costa Rican teachers who wish to study in Chilean schools. Each nominee will receive \$70 per month, transportation expenses, and expenses incurred in purchasing textbooks and other necessary materials. The nominees must agree to teach for five years in the schools of Costa Rica after completing their work in Chile. Examination of candidates for these scholarships was held recently, and six of the scholarships have already been awarded.

About 25 years ago the Costa Rican Government granted scholarships in Chilean schools to several teachers. The experiment was successful, and those who were trained in Chilean schools are now among the leading teachers of Costa Rica. This influenced the Costa Rican Government to send other teachers to Chile.—*Roy T. Davis, American envoy extraordinary and plenipotentiary, San Jose, Costa Rica.*



# High-School Building Constructed According to Teachers' Plans

*Ideas of the Principal of Theodore Roosevelt High School, New York City, Were Dominant in Determining Arrangements for New Building. Many Features Were Planned by Committees of Teachers. Recitation Rooms for Academic Work not Neglected by Undue Attention to Specialties. Equipment of Science Laboratories Especially, Complete. Wide Corridors Around Entire Building*

By WILLIAM R. HAYWARD

*Principal Theodore Roosevelt High School, New York City*

THEODORE ROOSEVELT High School of New York City was organized with only a commercial department on November 14, 1918, and was housed in temporary quarters in parts of elementary schools in the Borough of the Bronx. It was moved into its new building in September, 1928.

The school started with a registration of 900 pupils and did not exceed 1,500 until the introduction of the general course in September, 1925. From then on the growth has been steady, partly due to the introduction of the general course and partly due to the increase in population in New York City. At the time of moving into the new building last fall the registration was 5,700 boys and girls.

In reviewing the development of this school and the work of assisting in the

planning of this building, I wish to stress the opportunities that were offered to plan and work for the best building that could be had. The old idea of a university with Mark Hopkins on one end of a log and a boy on the other was exploded long ago. It is certainly not applicable to the mass teaching demanded of the public schools to-day. It has seemed to me that our educators have not been interested enough in the school building because they were so fully occupied in working out the psychological and pedagogical phases of education. I do not minimize these factors, but I am convinced that more thought and attention should be given to the means of putting the theories into effect. Therefore in contributing my recommendations for the construction of the building, I kept as my central idea

the fundamental need of having a place, and a comfortable one, for the regular classroom work and for each activity in the school. The following are some of these recommendations.

It is necessary in a city to have a place in which pupils and teachers may procure food, and it seemed that adequate quarters should be provided for this purpose. This would mean cafeterias for both pupils and teachers in which approximately 6,000 persons could be supplied daily with wholesome food, attractively served at low cost.

Physical exercises and health education are necessary; therefore the gymnasiums should be large enough and well enough equipped to fill this need; and swimming pools, with showers, should have their proper place in such a building.



The auditorium is of impressive proportions and dignified appearance

(The photographs illustrating this article were made by Harry J. Paul, of Brooklyn, under the direction of W. R. Hayward, principal of the school, and of Harold Fields, director of school publications)



A library is recognized as an essential part of an educational program. It should not only be adequate to the needs of the school but should be planned and furnished so as to be an inspiration in itself.

Typewriting is offered to all the pupils who wish to take the commercial course and to others taking commercial electives; therefore an adequate number of rooms should be equipped with these practical machines.

Shop work is interesting to a large number of pupils, and serves as an excellent form of training. The machinery and tools should be of standard quality and grade, and properly placed, that they may be used safely and effectively.

As our young people should know something about the raw materials and the finished products of commerce, a museum should be equipped with cases for exhibits, charts, slides, and demonstration table, so as to furnish the needed information for this form of research.

Ample opportunity should be given for the study of music in some of its many phases, and the music rooms should be so placed as to permit their full use, and yet not disturb the rest of the school.

#### *Scientific Laboratories on Top Floor*

The sciences fill a large place in our school work, and the department must be not only rather elaborate in its layout, but occupy a very considerable space. This department should be located on the top floor so that fumes and gases may escape without permeating any other part of the building.

A large high school is of necessity a complex business organization, therefore the space allotted to the administrative and executive office should be ample, and so arranged as to carry on this essential work effectively and economically.

With these objectives in mind, and realizing that a certain balance should be maintained between the rooms for special features and the regularly equipped recitation rooms, it was possible to proceed in assisting with the work of planning a completed structure which should contain many helpful aids to the accomplishment of our aims as a modern high school.



A portrait of the forceful President is conspicuous in the principal's office

The study of art has come to occupy an important part in the high-school curriculum. The art rooms should therefore be ample in number and properly equipped, especial attention being given to proper lighting and space for the display of work.

As domestic science and domestic art also have their place in the high-school curriculum, these departments should have ample space for their work, and the equipment should not only be modern and efficient but attractive as well.



The swimming pools are located to receive the maximum of sunlight





The shops are equipped as the teachers recommended

It might be of interest to describe a little more in detail a few of these features as now in operation.

The pupils' cafeteria seats comfortably between 1,200 and 1,300, and that of the teachers' 120 at each sitting. The teachers' cafeteria is placed immediately above that of the pupils on the roof level, and is entirely separate from any other part of the building. The location of the pupils' cafeteria on the top floor makes possible the use of the large recreation space on the two end roofs to which pupils may go to spend the remainder of their lunch period. This location also precludes the possibility of odors from the kitchen permeating the classrooms.

The library, with its seating capacity of 300, has, in addition to space for 26,000 volumes, a workroom, a stack room, a room for the teaching of library usage, and an alcove for the use of teachers.

#### *Not One Gymnasium, but Six*

The gymnasiums are six in number and have a total capacity of 600. These gymnasiums are divided equally between the two sexes, 1 large, 1 medium, and 1 small for each. The two smallest ones are used for corrective work. These are planned for boys and girls who are not able, because of some physical disability to do the regular physical work. Two swimming pools of standard size form a part of the physical training equipment. Both gymnasiums and swimming pools are located on the southern side of the building in order to get a maximum of sunlight. All suits and towels are sterilized daily in live steam.

The science department occupies one end of the building—on the top floor as recommended—and is furnished with the latest equipment for physical, chemical, biological, and electrical experiments. This includes preparation rooms, a dark

room, an acid room lined throughout with stone, and rooms for the study of plant and animal life. It should be added that the layout for this department was planned by a committee of science teachers of the city.

The home-making department is modern in every way, and it, also, was equipped according to the recommendations of the teachers of home economics. This includes a model apartment, a domestic-science room, and a domestic-art room.

The shop, too, was equipped according to recommendations made by a committee of shop-work teachers.

There is a clubroom which is used for small dramatic and musical entertainments, school organizations, clubs, and conferences. This has proved a very valuable feature of the building.

#### *Auditorium Conforms to Theatrical Requirements*

The auditorium, with a seating capacity of 1,800, is a room of impressive proportions and dignified appearance. The stage, with sufficient space for 150 persons, conforms to theatrical requirements as to lighting, curtains, apparatus, scenery, etc. It is planned to install an organ in the near future, and an organ loft has been provided. The building is quadrilateral in form, faces four streets, and encloses a large central court. The auditorium occupies the transverse part of the center of this court, on the ground



The building is simple in its lines but well proportioned and impressive



floor, and it is easily accessible from the main entrance of the building.

Light is an essential, and we have it; each room is an outside room, facing either a court or a street. A very important factor in the movement of classes is to be able to travel from one point in a building to another without too great loss of time. This is possible in our building because the corridors are 12 feet wide and are continuous around the four sides of the building.

#### *Education Demands Comfort and Serenity*

All these features were planned, not as an end, but as a means, of educating our young people. It seems axiomatic that education can be acquired at its best only if there is comfort and space, and a proper means of acquiring it. Given these, the work can be carried on with the proper tempo and with a minimum of wasted effort.

Teachers, too, have been considered in the planning of this building. The spirit of the teachers is better if they are comfortable and have a place in which to do all the work required of them. It is no longer possible in our large organizations for a teacher to have one room for his exclusive use for his teaching and for all other work that he must perform. Our recitation rooms are for recitations only; the teachers must perform all their other duties in other places. Therefore in planning the building this fact was carefully considered, and space was set aside for the nonteaching duties of the faculty. The departmental offices and a large workroom furnish opportunity to work comfortably on nonteaching tasks.

#### *Independent Exploration is Encouraged*

It is the aim of this school to give the pupils an opportunity to find out something about themselves, and to experiment in a measure with the work of the different departments in order to ascertain where their particular talents lie. Therefore, a boy or girl, instead of reporting for a study period, may go to the library and "browse" among the books. He or she may go to the shop, the art rooms, the music rooms, or the home-making rooms for this purpose. We have, it is true, regular courses in these various subjects, but pupils have the privilege of learning something about these activities without registering for a full term's work. It is quite possible for a boy, let us say, to learn enough about shop work within a very short time to know whether he likes it well enough to take a regular shop course. The same thing applies to the other special courses, and while it may not be possible to give each boy and each girl a chance to experiment fully along this line, we believe a large majority of them have ample opportunity to learn

## Congress Assigns Another Function to Bureau of Education

*Required to Make Regular Inspections of Howard University, an Institution for Negroes, Which Has Long Received Congressional Appropriations. Conference Considers Action Under New Statute. Professional Training to be Promoted*

HOWARD UNIVERSITY, an institution in the District of Columbia for the higher education of negroes, will in future be regularly inspected by the Bureau of Education. An act of Congress approved December 13, 1928, provides that "annual appropriations are hereby authorized to aid in the construction, development, improvement, and maintenance of the university, no part of which shall be used for religious instruction. The university shall at all times be open to inspection by the Bureau of Education and shall be inspected by the said bureau at least once each year. An annual report making a full exhibit of the affairs of the university shall be presented to Congress each year in the report of the Bureau of Education."

Howard University is privately controlled and privately supported. The Congress has been making appropriations to the institution since 1879, but without authorization in basic law, such as this act grants.

A conference was recently held in the office of the Secretary of the Interior to

consider plans for carrying out the provisions of the new statute. Among those who attended were Roy O. West, Secretary of the Interior; Edward C. Finney, First Assistant Secretary of the Interior; Arthur J. Klein, chief of division of higher education, Bureau of Education; Lawrence C. Phipps, United States Senator; Lewis C. Cramton, Burton L. French, and William W. Hastings, Members of Congress; Mordecai W. Johnson, president, and Emmett J. Scott, secretary-treasurer of Howard University; Edwin R. Embree, president Julius Rosenwald Fund.

A systematic program of support through a period of years was agreed to be essential, in order to assure a fixed income to the institution. Segregation of Federal funds for maintenance and new buildings was also considered. Another important subject under discussion was the promotion of medical and dental education and the training of teachers for the Negro race at the institution. Inspections by the Bureau of Education will be comprehensive and thorough.

something at least about what each activity involves. It is not likely that many individuals will be attracted to more than one or two special activities.

The pictures accompanying this article, while inadequate, should give a reasonably fair idea of what the building and equipment actually include to facilitate the teaching of all so-called regular high-school subjects as well as the special activities mentioned. From them also can be gained something of an idea of the part that proper and adequate physical equipment plays in carrying out the fundamental need stated in the beginning of this article—a place, and a comfortable one, for each teacher, for each pupil, for each activity.

A boy of high-school age, after visiting the building, made this comment to his parents: "That building was made for the pupils." Perhaps this statement, naively made, embodies the best summing up of the ideals held constantly in mind.

A national institute of social medicine has been established in Lima, Peru, for the training of professional sanitarians and hygienists.

## Texas Institutions Active in Library Building

Marked expansion of library facilities in educational institutions of the State is reported from Texas. Work has started on a \$200,000 library building at Sam Houston State Teachers College; \$225,000 has been appropriated for a library building at the Agricultural and Mechanical College; and the library of North Texas Junior Agricultural College has been modernized and enlarged. Changes and improvements contemplated this year in the library of the University of Texas, at an expenditure of about \$500,000, will give the building a capacity of a million volumes.



Publication of an educational magazine in the Arabic language has been inaugurated by the American University at Cairo, Egypt. It is said to be the first magazine in the Arabic language devoted entirely to the general discussion of modern education and the adaptation of progressive principles to the educational problems of the Near East.



# Lessons in Education from Foreign Experience Not Fully Utilized

*American Students Might Profitably Give More Attention to Methods and Achievements of other Countries. Writings Heretofore Published Largely Restricted to Descriptions of Developments in a Few Nations. Outstanding Subjects that Demand Attention Include Financial Support of Public Education, Relations of Systems of Government to Illiteracy and Culture, Perpetuation of Minority Languages, Organization of Middle Schools*

By JAMES F. ABEL

*Specialist in Foreign Education, Bureau of Education*

FOREIGN and comparative education offer a wealth of opportunity for men and women who are studying education. The annual output of writings in the United States on the many phases of human training is great in amount and widely diversified in character, but only a small part of it has to do with the schools of other countries. That part consists mostly of historical and descriptive accounts of the school systems of the several nations, each written by a native, often one who is studying here, or by an American who has spent some time abroad. The accounts may include comparisons of the systems described with the systems in the United States.

Some of the best books on foreign and comparative education produced both here and abroad are collections of such studies. Though the comparisons are necessarily made largely on subjective bases and the writers sometimes place undue emphasis on particularly appealing phases of the systems described, studies of this kind have a distinct advantage in that they offer the readers a knowledge of the histories and main principles of several school systems as separate entities.

Besides this somewhat marked restriction to one kind of writing, authors in the United States have further limited their foreign education output by dealing with only a few nations, mainly England, France, Germany, and Denmark. The time now seems opportune to remove these limitations and to publish more, both in number and proportion, of studies that are the result of tracing an important educational principle, practice, plan of organization, or method through many countries and note how it is working out in each. More than heretofore, material on the schools of foreign countries is now available and the better ways of securing data make it easier to do this different kind of writing.

The purpose of this article is to suggest a few subjects, most of them of the class just mentioned, relating to foreign school systems, that seem to be worthy of careful

study. The student who handles any one of them well will widen his grasp of education in the world at large and will render a real service by gathering and interpreting data that are much needed. The highly specialized studies that are being made in great numbers in the United States are valuable but the broader principles and practices of many nations should not be overlooked.

A few suggested topics are:

1. *What the world spends for public education.*—This study may be undertaken by a group of three to five students, and at least one of them should be trained in economics. The Bureau of Foreign and Domestic Commerce in the Department of Commerce keeps in fairly close touch with the budget plans of other nations and can furnish much data. The regular reports of the ministries of education and the statistical annuals give figures in greater detail. The term "public" should be interpreted liberally to include the many private schools that are inspected and credited by Government authorities. The total amount that the world spends can never be accurately determined for any one time in any one system of coinage, but the present ignorance on the subject can be replaced by something of an approximation. This study may well be the first of a series of researches in educational finance. One of them is—

2. *National financial support of public education, its principles and practice.*—Why do national governments support public, and sometimes private education by grants, subsidies, scholarships, bonuses, etc., from national funds? On what principles do they base such action? What rights accrue to the national government by virtue of it? What amounts are expended and how are they apportioned? In the answers to these and similar questions are the great principles underlying national support and control of education. The answers are to be found in the laws of the countries, the histories of their educational systems, and the decrees, orders,

and financial reports of the ministries of education.

3. *Educational policies and practices, past and present, of national governments for their colonial possessions.*—The educational policies of the British Empire in the self-governing dominions, India, and the colonies; those of France in Indo-China, Madagascar, Africa, and the French Establishments in Oceania; of Italy in Northern Africa; of the Netherlands in the Dutch East Indies; and of other nations can be worked out to form a most important and informative chapter in world history. The general colonial policy toward education adopted by the United States in the Ordinance of 1787 is known to most Americans and the results of schemes applied in Porto Rico and the Philippine Islands were surveyed in recent years.

Closely allied to or even a part of this subject is—

4. *The education of indigenous peoples.*—It is an important and timely topic. The United States Government is now carefully studying the education of the Indians. The Mexican Government is making strenuous efforts to train the native peoples; the Dominion of Canada has a well-planned system of Indian schools. The International Colonial Institute at Brussels in 1910 published two large volumes entitled "L'Enseignement aux Indigènes" for the Netherland East Indies, Surinam, Alaska, the United States, the Philippines, British India, the Belgian Congo, the Portuguese colonies, the French colonies, Madagascar, Indo-China, and the British colonies.

Each account contains a historical sketch and most of the official documents pertaining to education in the particular colonial area. The work needs to be brought up to date, and these volumes of the International Colonial Institute make a good point of departure for comparisons and the deduction of general principles governing the training of indigenous peoples. Some help in such a thesis may be had from Alpheus Snow's *The Question of Aborigines in the Law and Prac-*



tice of Nations, written at the request of the Department of State of the United States.

5. *Compulsory education, a brief history of its development in the several countries of the world, the laws governing it, and some indications of its successful enforcement.*—The historical part of such a study may well be very brief. The present laws should be carefully studied and the main points tabulated. The relation of these laws to the illiteracy rate in the countries may be shown. Such compilations have been made from time to time but no up-to-date study seems to be available at present.

6. *The education of adults.*—The student will find in this theme from whatever angle he may approach it, whether as a compilation of present practices, the analysis and classification of types, its economic value, or the modern psychological theories of adult education, data enough to tax all his ingenuity in organization of subject matter and his best powers of expression. A sketch of the wide development of adult education since the World War and some outlines of present teaching methods would be particularly valuable.

7. *The remote causes of illiteracy.*—The immediate causes of illiteracy are inadequate school systems and ineffective or poorly enforced compulsory education laws. The remote causes are less easily determined. They may be climate, geographical location, racial customs and superstitions, caste systems, economic theories, despotic forms of government, etc. Determining a few of them offers an opportunity for some careful scientific work.

8. *Education in the national constitutions.*—The constitution of one Latin American country forbids compulsory education. That of the United States makes no mention of education. Those of most of the newly created or recreated nations of Europe contain a number of provisions relating to such matters as the education of minorities, languages of instruction, the teaching of religion, and the right of the national government to control different phases of education. Other constitutions guarantee to the constituent units of the nation the right to control education within their respective boundaries. No interpretive handbook of these constitutional provisions has been issued. The demand for it is rather insistent.

9. *Magnae Cartae of public education.*—In several countries, national crises, great social movements, or other sharply marked events have led to the immediate establishment or improvement of public education systems. The Danish school laws of 1814 following the recommendations of the High Commission of Schools,

appointed in 1789; Act XXXVIII of 1868 in Hungary, drawn up and carried through the legislature by Baron Eötvös; the Casati Act of November 13, 1859, in Italy; the dispatch of 1854 for India; and the laws about 1881, enacted for France under the Third Republic, are examples of great charters of public instruction. They offer an opportunity for a most interesting piece of writing.

10. *The present status, in law and practice, of the education of women.*—In the world at large provision for the education of women still lags far behind that for the education of men. With another decade of the twentieth century soon to be closed, a definite stock taking of where mankind is in this respect will be most valuable and enlightening.

11. *The revival and perpetuation of minority languages by means of the public school systems.*—The Irish Free State is attempting to revive the Irish language by gradually making it the medium of instruction in the schools. Similar attempts are in progress in other countries. These movements present many and complicated aspects, cultural, emotional, national, political, economic, and educational. If one believes that there should be as many as possible of language vehicles with which to convey the vast amount of knowledge in the world to the great number of human beings in the world, then he must believe that such efforts are laudable. If he feels that the radio and other means of rapid communication make a universal language either desirable or more desirable than ever before, he will probably look upon these attempts at the revival of minority languages as a step backward rather than in advance. Connected with this question is a considerable number of psychological investigations that should be made into the effects and processes of becoming bilingual or multilingual, but these researches will probably require better laboratory facilities than the average student has at his disposal.

12. *Types of middle schools.*—By "middle schools" is meant those schools that have developed in most countries for the purpose of training children in early adolescence, the years from 11 and 12 to about 14 and 15. They include the superior primary schools of France, the central schools of England, various kinds of burgher schools or municipal schools on the Continent, and the junior high school of the United States. Just now this stage of education is the subject of much attention and the "Education of the Adolescent," recently issued as a report of a consultative committee of the Board of Education of England, has emphasized the movement.

13. *The geography of academic degrees, certificates, and diplomas.*—Here is a

lighter topic, one that can be made interesting and entertaining and carry with it a fund of information that will create an appreciation of the value of other school systems. To illustrate, the certificate of maturity as a diploma of graduation from a secondary school is indigenous to and still almost wholly a product of Europe, especially central Europe. The *bachillier des artes y ciencias* is the standard diploma issued by the secondary schools of Latin America. In the British Empire the schools and the many examining bodies issue numerous kinds of school certificates. The study need not be carried out in great detail. If well written and illustrated with good photographs of typical academic credentials, it will be of considerable value.

14. *International educational organizations.*—They are many and the number is increasing. A directory with the names, purposes, general principles of organization, places and dates of meetings, and a sketch of what each has accomplished would be a welcome handbook.

15. *An international dictionary of the more common educational words and phrases.*—The value of some of the books written in English on foreign education has been lessened by the use of English names for the schools of the country described. International education can not be expressed well in the words of one language. The better plan will be to increase our educational vocabulary by adding to it several hundred words from other languages. A *gymnasium* is not a *high school*, and to speak and write of it as such merely delays the process of learning what a gymnasium really is, much as counting on the fingers prevents a child from acquiring the ability to add rapidly. A *hochschule* is not a high school, either; usually it is an institution that gives technical training on university levels, and there is no good reason why all students of education should not use the words *technische hochschule* as the properly descriptive term for a definite class of institutions of university rank. If some one will compile a small dictionary of four or five hundred words taken from several different languages and give a concise, accurate definition of each one, he will render a genuine service to education.

Toward making any of the studies mentioned above, and many others, the United States Bureau of Education can give much help by arranging lists of references, translating brief articles, directing students as to how and where data may be procured, furnishing original material, and in other ways saving investigators both time and effort. It is to be hoped that foreign and comparative education will command the attention of an increasing number of students and research workers.



# SCHOOL LIFE

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Editor - - - - - JAMES C. BOYKIN

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MARCH, 1929

## Salutatory

FEBRUARY 20, 1929.

### Fellow Teachers, Greeting:

In that work of astounding erudition, *The Decline of the West*, Oswald Spengler makes an observation very significant for teachers. "The plant" he says, "lives and knows not that it lives. The animal lives and knows that it lives. Man is astounded by his life and asks questions about it."

All living creatures are "plant-like" in sleep. Many beings in human form, savage and unlettered, differ even in the waking state little from animals. But all children, except possibly a small percentage of mental defectives, are capable of a real human existence. They are full of questions and if properly instructed, the more they learn the more curious they become. In full realization of this truth, commercial publishers of children's encyclopedias sell them through advertising their sufficiency to answer children's questions.

If the child is to be really "man," he is "astounded by his life." He burns with questions. What shall we do about it?

In the home of yesterday, parents, wearied with the long toil necessary in that day, believed that "children should be seen and not heard." In the crowded and ungraded public schoolroom of yesterday, the teacher, busy with many classes, suppressing every slight noise and unnecessary motion, held his charges to strict application in acquiring formal subject-matter skills. If such a child found any answer to his most vital questions it was from the sympathetic minister, devoted Sunday school teacher, or understanding friend.

To-day, thanks largely to the influence of John Dewey, we believe that education is growth and that its chief object is greater capacity for growth. Not all the

effort of society, we think, should go to developing better horses, mules, cattle, sheep, and hogs. An ever increasing percentage of society's effort must go to making better men and women. I believe that these objects can be realized in direct proportion to the ability of teachers to guide little children as each comes to realize the miracle and mystery of life. May each one have his questions about life satisfactorily solved. Therefore your commissioner is most interested in what goes on where the child mind and the teacher mind meet; where the child personality comes into contact with the teacher's personality. What is the cultural breadth and spiritual depth of that teacher? With what skill and sympathy can she meet the tasks before her? So, planning courses of study, mastering the latest discoveries in teaching technique, developing constructive and sympathetic supervision of school work, improving teacher-training schools and encouraging teacher self-improvement—these are the fundamental tasks. To them let us give major attention.

It is, therefore, as a fellow teacher that I greet you. I hope you will tell me your problems and I pray for wisdom and strength to help you solve them.

Cordially yours,

WM. JOHN COOPER,  
Commissioner.



The Cleveland Convention of the Department of Superintendence, February 24 to 28, will be reported in the April number of *SCHOOL LIFE*. The material for the March number must be in type and "made up" before the report of the proceedings can reach Washington.

An industrial school to be known as "Escuela Industrial General Obregon" for Monterey, Mexico, is now in prospect. Plans and specifications are being prepared by the firm constructing the Federal building. It is planned to have this school complete in every respect, and methods and equipment employed in similar schools in the United States are being closely followed. The cost of the building and initial equipment is placed at 200,000 pesos (approximately \$100,000) and it will be financed by the Federal and State Governments.—William E. Copley, United States Vice Consul, Monterey, Mexico.

## Thorough Organization of Los Angeles Health Work

Approximately 50,000 school children of Los Angeles, Calif., are reached and helped each year by the department of health and corrective physical education of the city school system. All senior and junior high schools have corrective rooms with teachers in charge. Thirteen corrective physical education centers care for elementary school children, and in addition the work of traveling corrective teachers eliminates in some cases the transportation of children. The department has a personnel of 315, including a director, 5 assistant directors, 3 assistant supervisors, 30 physician inspectors, 35 physicians who give volunteer service, 28 physician consultants, a medical sanitary inspector, an assistant medical inspector, 12 dentists, 6 dental assistants, 62 nurse inspectors, 10 nurse-teachers in high schools, 70 high-school corrective physical education teachers, 9 nutrition teachers, 11 elementary corrective teachers, 6 elementary traveling corrective teachers, and others.



## To Provide International Research in Semitics

Five distinct branches of international research in Semitics have been established as the outgrowth of the Kohut Research Fellowship, instituted at Yale University in 1919 with an endowment of \$11,000, to aid graduate students in the department of Semitics. The five branches of the present Alexander Kohut Foundation (Inc.), include the Kohut collection of Judaica, the research fellowship, and publication of the Yale Oriental Series, at Yale University; the Jewish Institute of Religion in New York City; the Rabbinical Seminaries in Vienna and Budapest; and the more recent foundation in Berlin. The principal objects of the foundation are to stimulate research in Jewish and other Semitic studies, to subsidize scholars in their original investigations in other fields, and to publish such works as have exceptional value.



Scholarship for a six weeks' course at Chautauqua, N. Y., during the summer session of 1929, is offered by the Women Teachers' Association, Buffalo, N. Y., to one of its members. The scholarship has an actual value of \$150, and provides necessary expenses during the six weeks' course. It is open only to bona fide teachers in the public schools. The recipient will be pledged to pursue at least three academic courses throughout the six weeks.



# Books—A Tie That Binds Youth and Age

By SARAH B. ASKEW

*Librarian New Jersey State Public Library Commission; National Chairman of Children's Reading, National Congress of Parents and Teachers*

THE National Congress of Parents and Teachers is urging books because they are to the mind what food is to the body. That Nation, State, county, town, family, and school succeeds best which has the largest number of individual members with sane, reasoning minds in sound, trained bodies.

We want to give our children books in school and in home and community libraries, to train them in the use of books. I have never yet spoken to a group, particularly of men, that some one did not say he had been hampered all his life because he had not been taught when a child to use books in his job.

## *Civic Duties Lead to Improved Classroom*

A small school on a hilltop in our State has a trim good-looking line of shelving running around the room, pretty curtains at the window, and a glass box, puttied at the corners, containing "a happy family." The teacher tells us the shelves were made by the boys from orange boxes hauled from a general store at the cross roads. The boys proudly tell us that they started in to clean up around the community because they had read a book together in the Friday afternoon reading hour that told "all about your civic duty and how that means helping to keep our neighborhood clean."

They say they had started to burn the orange boxes when one of them suddenly remembered a book on teacher's desk called Box Furniture that told how to make furniture from boxes. Another remembered they had no place to put their books, and the shelves are the result. The boys proudly say, "We built them from the book." The girls, not to be outdone, made the curtains from old flour sacks boiled and tied and dyed, "from a book."

The happy family container? Why, that was made, too, by the boys from Things a Boy Can Make and Do, and the happy family was a frog, a lizard, and a number of other things that live in water

and are too small to eat each other. These were gathered together as a result of some delightful nature books. It is not only the shelves, the curtains, and the happy family, the teacher says, but the boys and girls have learned the real meaning of books and how to use them, and "you don't know how much easier discipline is, and how much better we like each other since we have done things together."

Children will always enjoy books when these books enlarge the possibilities for making things and doing things, and whatever enlarges these possibilities brings them into a more friendly relation with the adult population of the school, community, and home. The free conversation that follows such reading will go far toward establishing a community interest and a basis of comprehension of each other. The term "each other" is used because, although it is known to many that children often find it difficult to tolerate the adult point of view, few appreciate the almost absolute lack of understanding of the child's point of view on the part of the adult. A mutual effort to interpret directions and put them into effect is a great equalizer.

## *Read Books and Listen to Adult Conversation*

To accustom our children to read books upon civics lays the foundation for an intelligent citizenship. The school of to-day has a curriculum arranged primarily to develop a generation of intelligent citizens, to maintain a close and living contact with the affairs of the day, and to direct the students to current topics and train them in intelligent approach, and this can be done only by access to books. The boy or girl who has been taught to read and can follow father and mother in a discussion of the questions of the day and on matters of local, State, and National Government has a bond of interest with his parents and with the adult population that will surmount many difficulties and make him recognize the vital need of conforming to convention and government.

Reading of history, stories of our country and its great men and women creates real patriotism. A group of children were asked on Lincoln's birthday if they knew his Gettysburg speech. The question was asked in desperation after many efforts to establish a cordial unembarrassed relationship. The children giggled, and when the questioner looked rather

horrified that anyone should laugh in connection with Lincoln's Gettysburg address, the teacher explained that she had made them learn it by heart but that they did not know what it meant because they had not yet studied the Civil War in school and had no background. She consented finally to having a table filled with books and pictures of Lincoln and his times and allowing the children time to read the books and talk them over.

## *Reading Establishes Bond of Sympathy*

The questioner returned after a month to find a group of children ready to pounce upon her to talk it over. One boy arose to tell about it. He said "The tide of the Confederacy rose and rose until it seemed at Gettysburg the Union would be swept under, and finally the high tide of the Confederacy rushed up Cemetery Hill in Pickett's charge and struck against the guns of Doubleday, and Doubleday began to fall back step by step, until a man rallied here and a man rallied there and held it with his life, and the high tide of the Confederacy fell back broken in vain against the guns of Doubleday," and he ended up by saying, "and boys, they weren't much older than us and we're going to keep on having a gang but from now on its going to be a patriotic gang." The bond was established between young and old and patriotism was fanned into life.

A mother and her son visited Virginia and Washington. To the son every tablet and every place was an added burden, until his mother saw he was getting neither pleasure nor instruction and that he and she had no common ground for enjoyment. She cut the visit short, and before she came again she and he had read together books about the men and women who had lived and served and died that this might be a Nation, and of the great struggle in and around Washington, until every part of it lived for him, and no tablet was an empty collection of words.

What the subsequent visit meant to them both only parents who have done this can know. His continual "Mother, don't you remember?" and, "Let's stay a little longer," and his final "Gee, it was a great trip—you and I are great trippers together," made it one of the happiest times of her life. What the building of this into his character and consciousness will mean in after life only time can tell. Such reading with his mother gave us Lincoln.

## *Sympathetic Laughter Brings Happiness*

The things we know in common bring us together, both young and old. We can not have with children many of the new experiences, for life is so different for children of to-day, but through books we can establish a common knowledge and a common enjoyment that always gives us

This title was assigned to me and I took it without asking whether it meant our own youth to our own age, or the youth of to-day to the age of to-day. So please do not criticize my interpretation of the title or even double treatment. I wish I could interpret my title to cover books as the tie that binds the school and the home, the tie that binds school and life, for that is true.—S. B. A.

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contact. In one house it is only necessary to say, "Some go up and some go down; you'll get to the bottom safe and sound," to start all laughing from youngest to the oldest, when someone has started boasting. Some great person has said that no two people can live together really happily until they have laughed over the same thing. How many households, then, have been made comfortable by Uncle Remus and Tales of Laughter? How many children have been saved from sulks and misunderstandings by a wholesome laugh?

To understand commonplace things mutually gives enjoyment, but a much rarer companionship is given by a mutual understanding and sharing of appreciation of something beautiful, whether it be words, music, painting, nature, or character. Books give this understanding both to us and to our children. Visiting picture galleries is to many children but a boring habit of adults; but to that child who has read of what pictures mean and of the stories that pictures tell a visit to a gallery with a grown-up means unalloyed pleasure to both.

To one person a sunset always recalls a walk along a meadow brook hand in hand with a beloved grown-up, as they chanted together the poem which tells how for one moment at sunset the gates of heaven swing ajar to give us mortals a glimpse. Dickens's *Child's Dream of a Star* on the porch, tucked against grandmother's knee on a summer's evening, has carried another back many a time to an old home behind the dark pines. A grandfather who took a little girl behind him on his slow rides on an old gray horse and read aloud to her the *Three Musketeers*, built up for her a rare companionship with older people.

A common basis of pleasure means the difference between love with friendship and love without. How reading brings this to the varied interests of life one must experience to realize. A little girl would not visit the woods unless her mother could go, because only she and mother had read together what Jenny Wren told Peter Rabbit about the birds. "No," she said to her little friend, "you wouldn't understand because you haven't read, you see." A child of 8 stayed home from a ride to town because she wanted to talk some more about King Midas with her aunt with whom she had read the story.

Simple companionship, sitting together while reading, associating the home with something enjoyed and known means much. We all know how we love homely old things because of what they have meant to us of companionship, contentment, and pleasure. Ian Maclaren says of his home street that it was "as homely and lovely as his mother's face." Some

say we no longer have center tables because there is no one to sit around them. Isn't that unfortunate? The old love and understanding between father and children and mother and children was created right there, some absorbed in books while others mended or did a school task, and every now and then some favorite bit was shared with those who had read it before.

Last of all, books—fairy tales, romances, poetry, drama, stories—train the child's imagination, and there is no understanding or companionship without imagination. It is imagination that makes us generous, that makes us kind, that makes us understand even those things that are beyond our knowledge. Books and conversation over books train in using the imagination—but beware of didactic conversation—it has to be conversation of mutual understanding and appreciation.

Books train comprehension and thought, and gradual training in comprehension and the process of thinking brings children in contact with all the world and is the tie that binds them not only to age but also to the outside world. The greatest dividing force between age and youth is the lack of experience and actual living on the part of youth and the lack of resiliency and acceptance of the new on the part of age. Through books youth is enabled to comprehend experience and life, and age can so renew itself that it keeps the resiliency, enthusiasm, and pioneer spirit of youth.

The Committee on Children's Reading of the National Congress of Parents and Teachers believes that books should be as much a part of the child's life in the home as food and clothes, and that books should be chosen as carefully with reference to the value of the book and the desires and needs of the particular child as other necessities for a full and happy life. It believes that no school is complete without a collection of books carefully chosen to foster the use of books in every phase of life. There should be books for collateral and supplementary reading, to embroider the fabric of fact, to provide for the brilliant pupil who can travel fast and far, to enliven the work for the slow student, and "to send out stimulating currents into every corner of the institution," and to aid in adjusting the child to society.

It believes that no community is complete without public library service to children to give a wider range of books than can be provided in the home and school, to give to the children an appreciation of books for pleasure and recreation, and to direct, encourage, and aid in establishing a love of reading and a standard of taste.

## Better Provision Made for Atypical Children

Subnormal and backward children in special schools and classes maintained by city school systems increased from 10,890 to 51,814 during 13 years, 1914 to 1927, as shown by United States Bureau of Education Bulletin, 1928, No. 5. The number of special classes in city schools for children of lower mentality has about doubled in 10 years. The large growth in schools and in enrollment does not indicate that feeble mindedness is on the increase but that better provision is made for the care and instruction of such children.

The statistics of the bureau included 51 State institutions; 30 private institutions, and 218 city day schools. Enrollment in State schools for subnormal children increased in 13 years from 27,962 to 49,791; enrollment in private institutions increased from 916 to 2,416. The number of instructors reported by State schools increased from 381 in 1914 to 580 in 1927; in private schools from 116 to 195; and in city schools from 650 to 2,718. State schools report employment in 1927 of 4,047 assistants, and private schools of 435 assistants.

Subnormal and backward children in city schools are usually of higher mentality than those in State institutions, and are in school only during the period of instruction. City schools, therefore, report no assistants. Sex distribution is about the same in State and in private institutions, but city schools enroll about twice as many boys as girls. In order to make these handicapped young people as nearly self-supporting as possible, they are taught music, household arts, agriculture, manual training, and certain trades, in addition to the usual academic subjects.



## Offers Fellowships for Graduate Study Abroad

Six fellowships of \$1,200 each for graduate study at any high-grade graduate school in the United States or in foreign countries, will be available hereafter to graduates of DePauw University, Greencastle, Ind. The recipients must be men and women of scholarship and creative ability whose work in college promises success in advanced study. The new fellowships are part of the Rector Fellowship Foundation of the university, which possesses a fund of more than \$2,500,000 that has been used heretofore to assist undergraduate students only. Tuition fees at DePauw have been paid this year by this fund for 540 men, 100 of whom will graduate in June.



# High School in Every School District Means Too Many Small Schools

*Nearly Three-Fourths of the First-Grade Four-Year High Schools of Ohio Have Fewer Than 100 Pupils Each. Typical School Has 70 Pupils and 4 Teachers. Rich Curriculum with Opportunities for Social Education Not Possible in Schools of This Size. Small Classes and Relatively High Per Capita Costs Likely to Follow*

By E. J. ASHBAUGH

*Assistant Director, Bureau of Educational Research, Ohio State University*

THE IDEA of public secondary education has been fully accepted by the people of Ohio, as it has been by those of all the other States. A high school within the reach of every boy and girl of the State has been a goal strongly advocated and earnestly sought for many years. The number of first-grade high schools has increased from 650 to 1,027, or 58 per cent, during the past decade.

It was the purpose of this study to inquire into the characteristics of the most numerous type of high schools in the State, and to raise the question whether secondary education, as interpreted at present, is made available to our boys and girls by the procedure which we have followed. Any school district which was able to meet certain minimum requirements regarding teaching staff and equipment could establish a high school accredited as "first-grade." These minimum standards have been relatively low, and academic factors have received first consideration.

Data were obtained from the Educational Directory published by the State director of education and from the annual reports required by the State department of education from the executive head of each high school. These show

TABLE I.—*Distribution of first-grade high schools in Ohio, by type of school and district, 1927-28*

Type of district	Length of course				Total
	4 years	5 years	6 years	Senior	
Rural <sup>1</sup> .....	711	1	136	1	849
Exempted villages <sup>2</sup> .....	33		14	1	48
City <sup>3</sup> .....	76	2	24	28	130
Total.....	820	3	174	30	1,027

<sup>1</sup> All high schools were classified as rural if they are in a county supervisory unit under the county superintendent of schools. These include all public high schools not in footnotes 2 and 3 below.

<sup>2</sup> Exempted villages are villages of 3,000 to 5,000 population which have voted themselves independent of county supervision in school matters.

<sup>3</sup> Cities are communities of 5,000 or more inhabitants according to the last Federal census.

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that the first-grade high schools of the State for 1927-28 were distributed as shown in Table I.

Although there is a distinct tendency, especially in county and exempted village systems, to organize 6-year high schools, the old 4-year organization, which includes grades 9 to 12, was still the prevailing form in the State. Consequently, only 4-year, first-grade schools are considered in this report. Forty-six per cent of all the pupils in the public 4-year high schools of the State were in rural schools under county supervision, and approximately 40 per cent of all the pupils in all public high schools, regardless of length of course, were in these same rural schools.

Table II presents data on the enrollment in the first-grade 4-year high schools under the three types of organization. It is read as follows: The average number of (arithmetic mean) of students in the rural high schools was 83; in the exempted village schools, 259; in the city schools, 797. The figures for median, first quartile, and third quartile are read in the same manner. It is of

TABLE II.—*Enrollment in public first-grade 4-year high schools in Ohio*

	Mean	Median	First quartile	Third quartile
Rural.....	83	70	48	104
Exempted villages.....	259	272	226	306
City.....	797	614	369	1,136

interest to note that first quartile enrollment in the exempted village schools was more than twice third quartile of the rural system, and that first quartile in the city schools was well above third quartile of the exempted village.

In Table III these high schools are distributed so as to show the percentage of schools which had a given enrollment. It is read as follows: Two and two-tenths per cent of these first-grade 4-year high schools had an enrollment of 25 or less. Twenty-six and four-tenths per cent had an enrollment of 26 to 50. This gives a cumulative per cent of 28.6 which had an enrollment of 50 or less. The other figures are read in the same manner. It is easily seen that more than one-fourth

of the schools had an enrollment of 50 or fewer; more than one-half had an enrollment of 75 or fewer; nearly three-fourths had 100 or fewer and more than 90 per cent, 150 or fewer. Surely the State must be well-supplied with small high schools.

TABLE III.—*Enrollment in first-grade 4-year rural high schools in Ohio*

Enrollment	Per cent	Cumulative per cent
25 or less.....	2.2	2.2
26 to 50.....	26.4	28.6
51 to 75.....	28.9	57.5
76 to 100.....	16.2	73.7
101 to 125.....	10.5	84.2
126 to 150.....	6.7	90.9
151 to 175.....	3.7	94.6
176 to 200.....	2.2	96.8
More than 200.....	3.2	100.0

Table IV gives the average number of teachers per school, the average number of pupils per school, and the average number of pupils per teacher in the first-grade 4-year high schools in the three types of supervisory units

TABLE IV.—*Average number of teachers, pupils, and pupils per teacher in first-grade 4-year high schools in Ohio*

	Average number of teachers	Average number of pupils	Average number of pupils per teacher
Rural.....	4.6	83	18
Exempted villages.....	11.2	259	23
City.....	30.6	797	26

The table is read as follows: The average number of teachers per school in the rural high schools was 4.6; in exempted village high schools 11.2; and city high schools, 30.6. It must be remembered that in all cases these were first-grade 4-year high schools. It will be noted that the average number of pupils per teacher rises steadily with increase in size of school.

Table V presents further evidence regarding the teacher situation in the rural high schools.

Only 2 schools had 2 teachers each, but note that more than one-third of the schools had 3 teachers or fewer, 61 per cent had 4 teachers or fewer, three-



fourths had 5 or fewer, 90 per cent, 7 or fewer, and less than 4 per cent had 10 teachers or more. The model school among these rural 4-year schools had between 51 and 75 pupils with 3 teachers. This necessarily means a limited curricular offering and consequently limited educational opportunity for these boys and girls.

In order to study the problem somewhat more intensively, 100 schools were selected from the 524 which had an enrollment of 100 students or fewer and another 100

TABLE V.—*Proportion of rural first-grade 4-year high schools having the designated number of teachers*

Number of teachers	Per cent of schools	Cumulative per cent
2 or 3-----	37.0	-----
4-----	24.0	61.0
5-----	14.7	75.7
6-----	8.3	84.0
7-----	6.4	90.4
8-----	3.3	93.7
9-----	1.5	96.2
10 or more-----	3.8	100.0

from the 164 schools which had an enrollment of 101 to 200, inclusive. These schools were selected by the following procedure. One school of each enrollment was taken from each county which had a school of that classification. Additional schools sufficient to complete the 100 were taken from the various counties in proportion to the number of schools of the given type which the county had. Two counties of the 88 in the State had no 4-year schools with fewer than 100 students, and 20 counties no schools with an enrollment of 101 to 200 students.

#### *Increased Enrollment Brings Program Enrichment*

Table VI presents some data on enrollment and number of teachers for these two groups of schools. It is read as follows: In Group I (the 100 schools having a student enrollment of 18 to 100) the median enrollment was 63, and in Group II (student enrollment of 101 to 200) the median enrollment was 128. The median size of class in Group I schools was 14.6 students; in Group II, 19.1. It will be noted that with the size of school doubled the number of teachers, which includes the executive head in each case, was not quite doubled and the size of class was increased less than 50 per cent. Since the size of class was not proportionately increased, it would seem that the curricular offering had been expanded and thus the educational program enriched. Some evidence on this point will be presented later.

The medians for enrollment were computed for all rural schools of these sizes in the State. It was found that the median enrollment in Group I schools was 58 and in Group II schools, 130.

These figures are sufficiently near those given in Table VI to indicate that the selected schools are truly representative of the larger group from which they were taken.

TABLE VI.—*Pupil and teacher data for selected schools*

[Ohio 4-year first-grade rural high schools]			
	Median number students	Median size class	Mean number teachers
Group I (18 to 100 students)-----	63	14.6	3.61
Group II (101 to 200 students)-----	128	19.1	6.48

From Table VII it is easily seen that nearly one-third of the classes in Group I schools had 10 students or fewer, and three-fourths of them had 20 or fewer, while in Group II schools slightly more than one-third had 15 or fewer and three-fourths had 25 or fewer. Such small classes mean excessive pupil-period cost for the subjects taught.

TABLE VII.—*Percentage distribution of classes of designated sizes*

[Ohio 4-year first-grade rural high schools]				
	Group I		Group II	
	Per cent	Cumulative per cent	Per cent	Cumulative per cent
5 pupils or fewer-----	6.0	-----	2.6	-----
6 to 10-----	23.5	29.5	11.6	14.2
11 to 15-----	28.0	57.5	21.2	35.4
16 to 20-----	19.7	77.2	23.8	59.2
21 to 25-----	12.4	89.6	19.5	78.7
26 to 30-----	7.3	96.9	11.8	90.5
More than 30-----	3.1	100.0	9.5	100.0

Table VIII presents median experience, salary, and teaching load in terms of the number of pupil-periods taught per day for executive heads and other teachers in each of the two groups of schools.

TABLE VIII.—*Median experience, salary, and teaching load for executive heads and teachers in two groups of small high schools*

[Ohio 4-year first-grade rural high schools]						
	Median years' experience		Median annual salary		Median teaching load	
	Executive head	Teachers	Executive head	Teachers	Executive head	Teachers
Group I (18 to 100 students)-----	9.75	2.4	\$2,047.62	\$1,349.22	Pupil-periods 65.6	Pupil-periods 83.2
Group II (101 to 200 students)-----	16.6	3.1	2,521.38	1,443.86	57.5	99.2

Table VIII is read as follows: In Group I schools, the median experience of the executive heads was 9.75 years; of teachers, 2.4 years. The median salary of executive heads was \$2,047.62; of teachers \$1,349.22. The median teaching load

for executive heads was 65.6 pupil-periods per day; for teachers, 83.2. The figures for Group II are read in the same manner. From this table it is seen that the executive heads were persons of a considerable amount of experience while the teachers were on the average, teaching their third or fourth year. Apparently the Group I schools paid about \$700 additional to the executive head and relieved him of one and one-half classes per day for his administrative work, while the Group II schools gave him \$1,080 additional and relieved him of two classes per day. A comparison of median size of class as presented in Table VI and the median number of pupil-periods per day shown in Table VIII indicates that the executive heads in the smaller schools were teaching on the average 5 periods per day while the teachers had 6 or 7. In Group II schools the executive heads were teaching 3 periods per day while the other teachers had slightly more than 5. In Group I schools all executive heads were doing some teaching, while in Group II schools 9 of the 100 heads taught no classes at all.

#### *Enrichment More Apparent than Real*

Table IX presents all the subjects listed by the principals of these two groups of schools as being offered during the year 1927-28, together with the number of classes and the median size of class in each. The small number of cases makes it inadvisable to indicate median size of class other than the size group in which it is located. As indicated in Table VII, classes were tabulated for size by 5-point intervals. The table is read as follows: In the 100 Group I schools, there were 103 classes of English I, which classes had a median size of between 16 and 20 students. In the 100 Group II schools, there were 180 classes of English I, which classes had a median size of between 21 and 25 students. All other figures are read in the same manner.

In examining this table one is immediately struck by the large number of subjects offered. This would seem to indicate very rich curricula. However, when one remembers that there were 100 schools in each of these groups and then



notices the number of subjects in which there was a relatively small number of classes, one realizes that this richness in curricular offering is more apparent than real. Even if one were to consider that all of the Group I high schools were

TABLE IX.—Curricular offerings with frequency and median size of classes  
[Ohio 4-year first-grade rural high schools]

	Group I (18-100 students)		Group II (101-200 students)	
	Number of classes	Median size	Number of classes	Median size
English I.....	103	16-20	180	21-25
English II.....	88	16-20	147	21-25
English III.....	82	21-25	121	26-30
English IV.....	35	16-20	104	21-25
Business English.....	4	11-15	13	16-20
Public speaking.....	10	6-10	22	16-20
Journalism.....	2	16-20	1	11-15
Latin I.....	86	11-15	109	16-20
Latin II.....	81	6-10	89	11-15
Latin III.....	16	6-10	35	6-10
Latin IV.....	8	6-10	16	6-10
French I.....	23	6-10	56	11-15
French II.....	24	6-10	50	11-15
Spanish I.....	4	6-10	6	11-15
Spanish II.....	2	6-10	8	11-15
Algebra I.....	94	16-20	126	21-25
Algebra II.....	37	6-10	61	11-15
Geometry (plane).....	58	6-10	100	16-20
Geometry (solid).....	5	11-15	22	11-15
Commercial arithmetic.....	47	11-15	72	16-20
History (ancient).....	24	16-20	39	21-25
History (modern).....	37	16-20	55	21-25
History (medieval).....	3	16-20	12	21-25
History (world).....	46	16-20	56	21-25
History (American).....	73	16-20	85	21-25
American democracy.....	36	16-20	49	21-25
Economics.....	11	11-15	9	21-25
Sociology.....	20	16-20	13	31-35
Commercial civics.....	39	11-15	50	21-25
Occupations.....	11	16-20	20	21-25
Commerce and industry.....	2	6-10	3	16-20
Commercial geography.....	38	16-20	44	21-25
Commercial law.....	8	11-15	19	16-20
General science.....	89	21-25	155	21-25
Biology.....	47	16-20	103	26-30
Physical geography.....	5	11-15	22	16-20
Physics.....	63	11-15	82	11-15
Chemistry.....	22	11-15	55	16-20
Sanitation.....	7	16-20	6	6-10
Physiology.....	3	21-25	2	11-15
General agriculture.....	59	11-15	54	16-20
Animal husbandry.....	15	6-10	23	11-15
Soils and crops.....	12	6-10	29	11-15
Farm mechanics.....	16	6-10	10	11-15
Farm management.....	6	6-10	17	6-10
Home economics I.....	65	6-10	79	11-15
Home economics II.....	20	11-15	53	11-15
Manual arts I.....	59	11-15	67	11-15
Manual arts II.....	14	11-15	33	11-15
Bookkeeping I.....	30	11-15	66	11-15
Bookkeeping II.....	5	6-10	20	11-15
Typing I.....	13	6-10	62	11-15
Typing II.....	3	6-10	31	11-15
Stenography I.....	1	1-5	41	11-15
Music.....	3	36-40	4	41-45
Orchestra.....			11	21-25
Glee club.....			8	31-35
Art.....			4	16-20
Mechanical drawing.....			11	11-15
Farm shop.....			34	11-15
Civics.....			13	11-15
Bible history.....			3	11-15
Salesmanship.....			3	11-15
Hygiene.....			2	31-35
German I.....			1	16-20
German II.....			1	6-10

operating upon an alternating program by which many of the subjects are offered in alternate years, it is still evident that many of these subjects are offered in but few schools. In other words, instead of the children in these schools having an opportunity to make their selection from more than 50 subjects during their high-school course, their selection must be made from a much more restricted group.

Column three, which gives the median size of class in the schools of Group I, calls attention to the large number of subjects in which the median size was in the group 6 to 10 students. This means that half of the classes in these subjects have an enrollment of 10 or fewer. Certainly classes of this size greatly increase the cost of instruction. Column five shows that even the schools having an enrollment of between 101 and 200 students were not entirely free from very small classes. Third and fourth year Latin, sanitation, farm management, and second-year German, all show class enrollments of a very small size.

Election Limited in Small Schools

Since one can not be certain to what extent the schools were carrying two or more sections in a single subject, and it is evident that this must have been the case in the subjects where the number of classes runs beyond 100, he can not state positively that any single subject was taught in all schools. It is fair to assume from what we know of high-school curricula that English I was taught in all, but there is no other single subject with regard to which such assurance can be had. On the other hand, one can feel positive that the subjects which show 10 or fewer classes were not offered in more than double this number of schools. These subjects are shown in Table X and further emphasize the fact that in most of the small high schools the opportunity for election of subjects, which aid in the development of special interests and aptitudes, was exceedingly limited.

TABLE X.—Subjects taught in 10 schools or fewer, 1927-1928  
[Ohio 4-year first-grade rural high schools]

Group I (18-100 students)		Group II (101-200 students)	
Subject	Number of classes	Subject	Number of classes
Public speaking.....	10	Farm mechanics.....	10
Latin IV.....	8	Economics.....	9
Commercial law.....	8	Spanish II.....	8
Sanitation.....	7	Glee club.....	8
Farm management.....	6	Sanitation.....	6
Solid geometry.....	5	Spanish I.....	6
Physical geography.....	5	Art.....	4
Bookkeeping II.....	5	H. S. chorus.....	4
Spanish I.....	4	Commerce and industry.....	3
Business English.....	4	Bible history.....	3
Medieval history.....	3	Salesmanship.....	3
Physiology.....	3	Journalism.....	2
Typing II.....	3	Physiology.....	2
Music.....	3	Hygiene.....	2
Spanish II.....	2	German I.....	1
Commerce and industry.....	2	German II.....	1
Journalism.....	2		
Stenography I.....	1		

The subjects presented in Table X (which include more than one-fourth of the apparently rich curricular offering

shown in Table IX) certainly were not offered in three-fourths of the schools under consideration. If to this group are added those subjects which had class frequencies of 10 to 25, approximately one-fourth more of the subjects listed in Table IX would be excluded from the list which pupils in more than half of the schools would have an opportunity to elect. This remains true even when alternating programs are assumed in all schools. Unquestionably this is too broad an assumption. All of these schools do not run on alternating programs. Consequently more than half of the subjects listed in Table IX—doubtless many showing as many as 50 classes—do not appear in the curricular offering of a number of the schools under consideration.

It is of interest to know that several subjects appear as an offering in all four of the high-school years. Commercial arithmetic, soils and crops, commercial geography, and farm mechanics, appear thus in Group I schools; and commercial arithmetic, soils and crops, animal husbandry, physical geography and bookkeeping I in Group II schools. Evidently in the minds of those who made up the curricula for these small high schools, these subjects have no inherent qualities which make them suitable for pupils of one particular grade and not suitable for those of another. The following subjects are taught in three different years in the respective schools: In Group I schools—Modern history, general agriculture, home economics I, physical geography, and animal husbandry. In Group II schools—Modern history, general agriculture, home economics I, commercial geography, farm mechanics, farm management, farm shop, mechanical drawing, bookkeeping II, and sanitation. These are not cases where the subject is offered in a particular year, but students of other classifications may elect the work. Instead, these are subjects which are definitely placed in the curriculum in each of three different years as a part of the organized program of study for one or more high schools.

Typical School too Small for Best Work

In summary it may be stated that in 1927-28 the typical, first-grade 4-year high school in Ohio was a rural high school, under county supervision, and had 70 pupils and 4 teachers. Of those having an enrollment of 100 pupils or fewer the typical school had 63 pupils and 4 teachers, one of whom was the executive head of the school who is officially known as principal but is usually called superintendent. This principal had nearly 10 years of experience but his teachers had less than 3 years. The principal received \$2,000 per year and the teachers received



# Community Enterprises Offer a Fertile Field for Applied Learning

*Practical Application of Theoretical Instruction is Often a Difficult Task. Experiment of Putting Children to Work on Civic Projects Has Produced Remarkable Accomplishments. Examples Reported from Every Section*

By MAY BENNETT

*Harmon Foundation*

THE DAY is well past when in answer to the question, "Why do we have to study arithmetic?" the teacher answers, "Because it is good for you." Even if she believes that fact, her psychological training prompts her to

scratched, because until children have been given a chance, it is easy to underestimate their intelligence and capability. Those towns which have tried the experiment of putting children to work on civic projects have seen such remarkable ac-



Profits from refreshments aided to build Fremont's Field

keep it as far in the background as possible while she points out the things for which arithmetic is a useful tool. The still wiser teacher does not even permit the question to be asked. She makes arithmetic so interesting that the child never realizes that he is performing a task.

That is the aim of the good teacher of to-day, but in practical application she sometimes finds difficulties. It is easy to accept the doctrine, but sometimes hard to see how it can be applied in practice. Domestic science classes now prepare school lunches, composition classes edit the school newspaper, physics students build radio sets, but now and then even the most resourceful teacher finds her work becoming mechanical and mediocre, because she is not able to tie it up with a vitalizing interest.

## *Easy to Underrate Children's Capacity*

When this becomes true, a teacher might well ask herself whether she has looked outside the school. Community enterprises offer a fertile field for applied learning; the surface has scarcely been

complishments as a result, that their experiences should serve as inspiration to still further adventures in motivated teaching.

The activities of school children all over the country were one of the most outstanding aspects of a recently closed playground progress contest conducted by the Harmon Foundation of New York among its 102 affiliated fields. In working for awards these playfields planned ingenious ways and means by which motivated activity may be provided for school children in practically any community, by cooperation between the playground authorities and the school authorities. These recreation areas, established through the assistance of the foundation as part of its movement to have land permanently set aside for play in advance of city growth, may fairly be said to represent, in their recreation activities, a cross section of American community life. They are located in all sections of the country, and in most of its States; in hamlets of as few as 900 people and in cities of as many as 160,000; their development is sponsored by all types of organizations—women's clubs, chambers of commerce, Lions, Rotary Clubs, American Legion posts, boards of education, and the like.

## *Whole Environment Contributes to Learning*

Thus the activities of school children in these competing towns indicate a widespread application of the principle of motivated learning—learning which need not be confined within schoolroom walls but extends out into the child's whole environment. The reports of the use of these play places demonstrate the feasibility of childhood training for the responsibilities of citizenship. They also, because of their variety, make up a suggestive reference list for the teacher who is desirous of connecting her classroom work with actual experience wherever possible.



School boys were responsible for many of the improvements in Paragould (Ark.) Park



Arithmetic, as well as psychology, English composition, public speaking, and several related subjects of the curriculum, were all bound up in a contest which the Fremont, Ohio, school children conducted for the benefit of their playground. But never were lessons more painlessly learned. To the children it was a game. They issued mimeographed yellow handbills copiously illustrated with drawings of Aunt Sadie, Uncle Henry,

ing the 4-hole course. The rest were a section of heavy duty railroad tie, a length of inch rope, and a 6-ton field roller. "A novel construction trick was used in carving out the sand greens for the course," said one of the local papers. "Anchoring one end of a rail section at the pin, boys of the gym classes hitched themselves to the opposite end and circled, one boy riding, until a perfectly level green was cut out. Sand was then hauled on and

an interscholastic meet in which they usually win many prizes and honors, so that none of the proceeds of "Hobo Day" need be diverted from the stadium. But with the typical gayety of youth they turned the work into play. Their hilarious costumes, their jargon of "hoba" and "hobum," their burlesque king and queen, their quartette and band swept the town with mirth while they honeycombed it for lucrative jobs.

"We want to earn \$1,500; give us your work," they implored in their paper, *The Torchlight*, going on to say:

"High school hoboos will accept any kind of work, will guarantee a dollar's worth of service for every dollar paid. We're trying to boost and improve Okmulgee by building the only school-owned athletic field and stadium in the State. We have set our goal at making Harmon field and stadium one of the greatest playgrounds in the country.

#### *Any Job Good Enough for a Hobo*

"Here are a few of the things we will do: Wash windows, gardening, haul trash, clean house, plant flowers, run errands, typewriting, chauffeur, distribute advertising, beat rugs, rake yards, white-wash trees, wash cars, wash dishes, scrub porches, clerk, furnish music or entertainment for parties, in fact, anything that is work. List your jobs and get a hobo to do them. All day long, Friday March 30."

In spite of an outbreak of a contagious disease which reduced the number of workers by one third, the children cleared \$1,000 during this single day of varied activity.

Not all of the work done by the young people on Harmon fields was as highly



Students of Hillyard High School, Spokane, built the bleachers for their athletic field

and Mrs. Mulhoonie Across the Street to whom the subscriptions were to be sold. These sheets contained salesmanship suggestions and selling slogans, such as the Scotchman's motto, "Let the rest of the world go buy!" The children also issued bulletins. They constructed a huge thermometer to record the alarming palpitations of the battle. When the contest closed they had cleared \$630 for the playground and, in the words of the superintendent of schools, had been given "an opportunity to handle a big, painstaking project, which required the utmost accuracy in handling."

"Clouds of dust arising over the green walls of Harmon Field may be seen from great distances every morning of a school day," said the Spokane (Wash.) Inland Empire News last fall. "Coming closer, one distinguishes the rapid taps of many hammers or the thud of falling timbers. This all means the beginning of the development program of Hillyard's community playfield, as announced last spring.

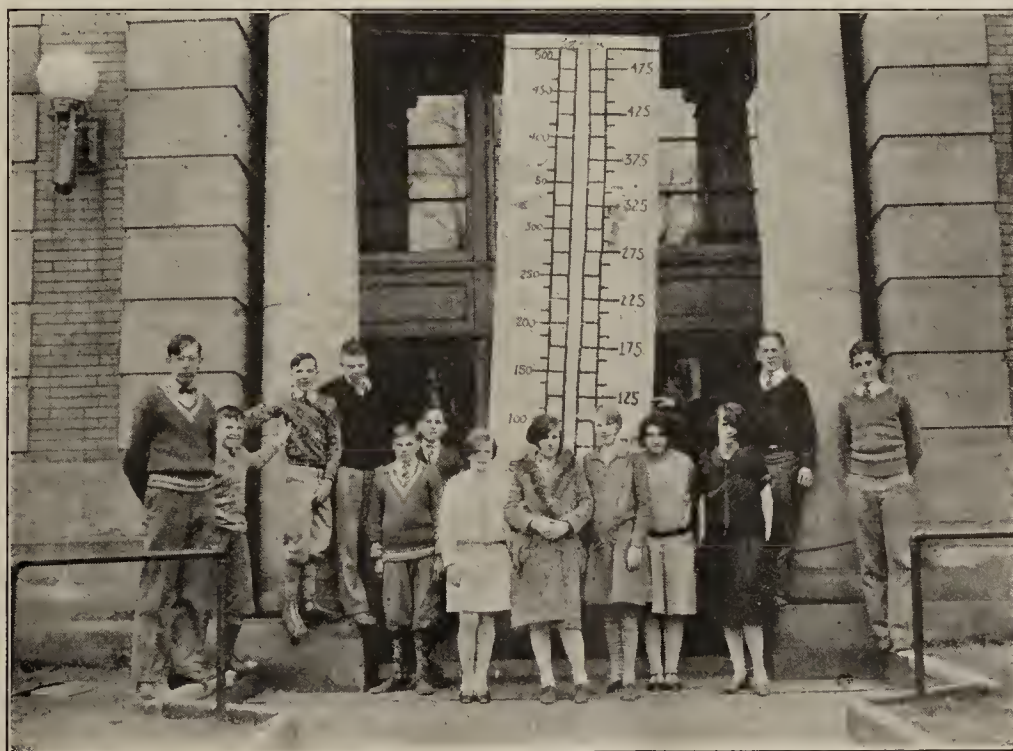
#### *Busy Days for Manual Arts Classes*

"The manual arts classes of the high school are gathering practical experience in woodworking," went on the report. The bleachers, a clubhouse, and permanent equipment for the golf course were made by these classes. The boys of the physical education classes revamped, conditioned, and seeded the field, and even built a golf course.

"Two hundred strong backs" were among the equipment listed for construct-

the whole oiled with transmission oil obtained from a neighboring garage. As a final step a 6-ton roller was hauled over the greens."

Hungry hoboos thronged the streets of Okmulgee, Okla., one day last March, when the school children disguised themselves in rags and turned out in a body, looking for work. The earnings were to go toward a new stadium for which the students worked with unabated energy. In fact, they even sacrificed their trip to



Raising money for Fremont (Ohio) Field developed a spirited contest



organized and as spectacular as the programs just described. But a glance at the reports sent in shows a variety of ways in which boys and girls can apply the lessons of the schoolroom in civic undertakings.

For instance, a truck load of bird houses arrived one day at the playground in Worthington, Minn. They had been made by the children to donate to the field, the best piece of work receiving a prize.

An athletic house costing \$600 was built by the high school athletic association of Wauseon, Ohio, and a "hot-dog" stand constructed by the local Hi-Y. On the Miamisburg, Fla., field, the scores of games are telephoned to the scoreboard by a unique telephone system installed by the high-school boys themselves. Gayly colored posters made by the school children at Fayetteville, Ark., helped to spread the popularity of that town's field, and incidentally to fix lessons of hygiene as well as of applied arts in the student's minds. The Fayetteville children also took part in the ticket sales for events at the field.

In Lawton, Okla., the children competed for prizes in park improvement, each receiving a credit slip from the city gardener showing the hours he worked and the quality of his endeavors. A log hut was built on the playground by a group of boys in Tryon, N. C.

A different and more dramatic rôle was taken by the children of Mayfield, Ky., at the dedication of the field, the Boy Scouts being in charge of the flag-raising ceremony.

The fact that all of the fields which reported concerted cooperation on the part of the children in the playground contest were among the winning fields is significant. Students can put an amazing amount of energy into what they do when their interest is aroused. They feel that the playgrounds for which they work are their fields—and the work thus becomes so important to them that they are willing to set their own tasks. Inside or outside of the schoolroom, lessons that have become a part of a student's vital existence are the most lasting.



### Trained English Help for Alberta Farmers

To encourage settlement in the Province of Alberta, Canada, by desirable young men and women from the United Kingdom, a month's training in general farm work is offered without charge in the Provincial Government's agricultural colleges, and upon completion of the course paid employment will be obtained on selected farms. This is made possible

through cooperation of the British Government and the Provincial Government of Alberta. The only expense to the students will be their board and lodging, approximately £6, and transportation to their place of employment. Preference will be given to young men 17 to 25 years of age. Wages paid the young men during the first season will depend upon age and ability, but will probably range from \$10 to \$20 a month and keep. They will be encouraged to return to the agricultural schools at the end of the season for further scientific training on the same terms. The aim is to enable each student to receive approximately a year of thorough training in the theory and practice of Canadian farming, which will enable him to earn good wages in farm employment, and ultimately, with the assistance of the Alberta Government, to start farming independently.

Women students are expected to be between 23 and 33 years of age. They are trained in domestic work under conditions as they exist in Canada. Household employment will be found for them, and the Alberta Government will supervise their welfare for at least a year after their arrival. Starting wages for the women will probably range from £4 to £6 per month with board and lodging.

Male students under 19 years of age will be furnished free transportation to Alberta; those over 19 will pay their own fare. Women students will travel at the reduced rates granted, by sea and rail, to domestic workers under the assisted passage scheme arranged between the British and the Canadian Governments.



### Cincinnati Teachers Are Becoming More Stable

Teacher turnover in public schools of Cincinnati decreased from 7 per cent in 1917-18 when 1,566 teachers were employed, to 5.9 per cent in 1926-27 when teachers numbered 2,034, according to a recent study by F. R. Jacobs of Carson School, Cincinnati, published in the Educational Research Bulletin of Ohio State University. Resignations per year ranged from 62 to 96 and accounted for the largest number of withdrawals. The average was 77.4 resignations per year. Other causes were death, with an average of 7.7 per year; services discontinued, 10.9 per year; and retirement, 18.7 per year. The largest turnover was in teachers of physical education, an average of 23 per cent; in art, 20.3 per cent; German, 20 per cent; industrial arts, 12.4 per cent; and kindergarten, 11.9 per cent. The largest turnover naturally occurred during the years of the World War and immediately thereafter, when conditions were unsettled.

## High School in Every School District

(Continued from page 135)

approximately \$1,350. The principal taught 5 periods per day, and his teachers taught 6 or 7. The typical size of class was between 11 and 15 pupils and the curricular offering of the school probably included 3 years of English, 2 of Latin, and 1 year each of geometry, American history, general science, physics, home economics, general agriculture, and manual arts. This includes 13 units of work. Although the requirements for first-grade ranking specifies a minimum of 21 units in the curriculum, the offerings were so varied that there was no way of even guessing what appeared among the remaining units offered by the typical school.

Likewise, the typical first-grade 4-year rural high school in Ohio having an enrollment between 101 and 200 pupils in 1927-28, had 128 pupils and 6 teachers, including the executive head. The principal had more than 16 years of experience, while his teachers had 3. He received \$2,500 salary, and his teachers about \$1,450. He taught 3 classes per day and his teachers 5 or 6. The typical size of class in these schools was between 16 and 20 students, and the curricular offering was very similar to that given for the smaller schools.

Can we really consider that an opportunity for secondary education in the modern meaning of that term is offered the boys and girls of our rural communities when the schools are such as have been indicated in this report? That good academic work is done in many of them is not questioned, but a rich curriculum, experienced teachers, and the opportunities for social education which are possible with larger numbers, are conspicuously absent in fully one-half of these schools. A high school in every school district is probably a mistaken ideal so long as we have school districts with such small numbers of children and the schools are of the type herewith presented.



For instruction in industrial arts and in general home economics in public schools of New Jersey, financial aid to the amount of \$500,000 was furnished by the State during the year 1927-28. Under the manual training law of New Jersey, the maximum State appropriation to any school district is \$5,000.



Humane education is required by State law of Michigan, and such instruction is a regular part of the curriculum of study in all public schools of the State.



## Class Diplomas Aid in Character Building

A self-control diploma is considered the highest honorary award in Yorkville Junior High School, New York City. It is presented to a class, not to an individual. To qualify for the honor a class must merit the approval of teachers and pupil leaders by self-direction for a continuous period, living up to the school ideals of effort, cleanliness, courtesy, perseverance, service, and self control. In all activities of the school these ideals are kept constantly before the pupils.

Petition to the principal for a self-control diploma is considered a pledge by the class to observe all the requirements for its award. If approved by all teachers of the class the members are placed on probation for two weeks. If the application is then favorably considered by the teachers the diploma is presented with impressive ceremony to the class by the principal at general assembly of the school. The diploma becomes the property of the class, to be retained as long as its members live up to the standards set for its award. It is said that the scheme has been successful as a means of character building, and that it has assisted in reducing the disciplinary problem of the school.



## Consolidation Causes Marked Change in Rural Education

Centralized schools in rural districts have increased within recent years at the rate of approximately 1,000 a year. Five times this number of 1-teacher schools have been abandoned. This is shown in a study of Educational Achievements of One-Teacher and of Larger Rural Schools, by Timon Covert, assistant specialist in rural education, of the Bureau of Education, Interior Department, published by the bureau as Bulletin 1928, No. 15. Improved roads, the modern school bus, and larger and better equipped schools under the direction of more highly trained teachers, are factors in this marked change in rural education.



"Out-of-State" speakers at the Ninth Annual Ohio State Educational Conference, April 4 to 6, 1929, will include Arthur J. Klein and J. O. Malott, United States Bureau of Education, Washington; C. Stuart Gager, director Brooklyn (N. Y.) Botanic Garden; J. E. Butterworth, Cornell University; B. R. Buckingham, Harvard University; Thomas D. Wood, Columbia University; F. N. Freeman, Chicago University; John W. Withers, New York University.

# Physical Education Compulsory for Italian Children Under 17

*"Balilla," an Organization Established by the Italian Government, Directs the Work. Political and Social Principles of Fascist Party Pervade the Entire Training of the Youth of Italy. Marked Improvement in Behavior of Children*

By ALEXANDER KIRK

*American Chargé d'Affaires ad Interim, Rome*

AN OFFICIAL regulation was published on December 29, 1928, which to all intents and purposes assigns to the Fascist Party a complete monopoly of the physical training of Italian children. Heretofore only a portion of the Italian youth underwent physical training at the hands of the Balilla (i. e., Opera Nazionale Balilla), but according to the new rule, all children between the ages of 6 and 14 must take physical culture under the direction of this organization. For them, however, all forms of competitive athletics are forbidden.

For boys and girls between the ages of 14 and 17 general physical culture is obligatory, also under the direction of the Balilla organization, but these adolescents are allowed to enter athletic competitions under the supervision of the Italian Olympic Committee. In this connection the regulation states that no boy or girl can be a member of the Italian Olympic organization unless he or she is already inscribed in the Balilla. Military education for boys who have reached 17 years is to be continued as before under "black shirt" officers.

### *Olympic Committee Controls Specialized Sports*

The "Dopolavoro" organization will supervise all sports of a general and popular character, such as bowling, tug-of-war, etc., and the Italian Olympic Committee will have full control of the specialized sports, such as rowing, skiing, tennis, etc. Finally, the regulation states that all the equipment of gymnastic clubs, etc., in Italy must be placed at the disposal of the Balilla whenever necessary. Briefly, therefore, it may be stated that by these measures all types of physical culture and of sport are subjected to the unifying political and social principles of the régime and that they are made obligatory for the entire youth of Italy.

Another communication from the Fascist Party headquarters announces that provision has been made for insuring, at the expense of the party, girls against death, permanent disability, or temporary disability resulting from accidents occurring while participating in patriotic, educational, and sporting demonstrations authorized by the Fascist party. Ten centesimi per year is contributed by

Official report to the Secretary of State.

each girl to help defray insurance expenses. About a month ago a similar decree was issued with regard to the boys, so that all Italian children can now be considered to have obtained protection.

Further evidence of the interest of the régime in its young people was the second "Befana Fascista," celebrated on January 14 throughout Italy, when 300,000 children of the poorer classes were given presents. In Rome, Mussolini himself was present at the children's parties in the Trastevere and the Esquilino districts and the "Duce" personally supervised the distribution of 30,000 presents.

The Italian child with his or her black shirt is omnipresent, marching along the city streets of Italy in close formation and invariably accompanied by benevolent-appearing militia officers. Bicycle corps for the younger boys have even been recruited, and not infrequently these are to be seen riding along the busy thoroughfares of Rome resembling miniature bersaglieri. When passing through the country towns on a Sunday motor trip, one is struck by the absence of children who, in former years, used apparently to take pleasure in causing the motorist anxiety by darting across the streets almost under the wheels of his automobile. These same children are now encountered several miles out of town going to or returning from a day in the woods where they learn, in addition to military formations, what our own boy and girl scouts take pleasure in mastering. Certainly if Mussolini is encouraging the Italians to produce more children as I mentioned in my dispatch of January 3, 1929, it would also appear that he intends that the State shall have a positive share in the responsibility for the healthy development and future welfare of the children.



Income from tuition and fees paid by students covers about 30 per cent of the expense budget of Yale University, according to the treasurer's report for 1927-28. During the college year \$1,597,512 was derived from these sources, making an average payment per student of \$318. To cover all university expenses an average tuition charge of more than \$1,000 would be required.



# New Books in Education

By MARTHA R. McCABE

*Acting Librarian, Bureau of Education*

CLAPP, FRANK I., CHASE, WAYLAND J., and MERRIMAN, CURTIS. Introduction to education. Boston, New York [etc.] Ginn and company [1929] xix, 569 p. tables, diagrs., maps. 8°.

An introductory course in the study of education is here presented, its purpose being to pave the way for specialized courses by giving a general knowledge of the field of education. Four phases are considered to be of value to prospective teachers: (1) To possess an understanding of the social and political principles and the educational philosophy of their own country's system of education; (2) to compare their own country's system of education with those of other countries; (3) to possess a knowledge of educational psychology to the extent, at least, of understanding the processes of learning and the fundamental methods of teaching; and (4) to have a knowledge of the fields of elementary, secondary, vocational, and higher education. Besides these important subjects of study, the author gives chapters on opportunities in the field of education, a section of special interest to counsellors and vocational guiders in their guidance work.

FORBES, CLARENCE A. Greek physical education. New York and London, The Century Co. [1929] vii, 300 p. 12°. Bibliography: p. 271-87.

The scope of the study is the history and development of the theory and practice of physical education among the ancient Greeks. Although concerned with one special feature of education, it is of value in shedding light on the entire educational system of the country. It is the result of extensive investigations which involved the examination of inscriptions and papyri as well as the literature of the Greeks. The author claims to have made the first really exhaustive study dealing with the subject of physical education exclusively.

FRIESE, JOHN F. The cosmopolitan evening school; organization and administration. New York and London, The Century Co. [1929] xvi, 388 p. illus., front., tables, diagrs. 12°. (The Century vocational series, ed. by Charles A. Prosser.)

The importance of adult education is emphasized as carried on in the cosmopolitan evening school. The author terms it an Opportunity school in the true sense of the word, for the older citizens. It provides better opportunities for citizens to increase their efficiency, and wider opportunity for the schools to serve the community. All of the important problems of the evening school and the place that the public school plays in the movement for adult education are presented and discussed.

HYDE, BLANCHE E. The sewing book. New York and London, The Century Co. [1928] xxii, 348 p. illus., front., diagrs. 8°.

The subject matter in this book is so arranged that it may be used as a textbook by clothing classes in the grades and by advanced classes; it may be used also as a reference book for those who are trying to improve their craftsmanship

in this line of work. The author thinks that sewing is not a lost art, as has been stated, nor has the factory taken over all the work of the home and the old-fashioned handwork. Sewing is, or should be, still a universal art for women, either as a means of earning a livelihood, a household convenience, a challenge to high performance, or as a fascinating pursuit.

JORDAN, RIVERDA HARDING. Extraclassroom activities in elementary and secondary schools. New York, Thomas Y. Crowell company [1928] ix, 302 p. tables. 12°.

The purpose of the author has been to supply a study that should bring to the attention of educators the necessity of planning a continuing program for the extra classroom activities providing unity of the entire movement from the elementary school through the senior high school. The attention of the reader is directed to the valuable material at the chapter ends in the form of questions and problems, which he thinks to be an integral part of the study. All of the activities outside of the classroom are discussed in separate chapters. The theme of the study is articulating the activities of the entire 12 years of public-school life.

KIMBALL, REGINALD STEVENS. Current-events instruction. A textbook of principles and plans . . . with chapters by Paul Klapper . . . Daniel C. Knowlton . . . Roy W. Hatch . . . Leonard O. Packard. Boston, New York [etc.] Houghton Mifflin company [1929] viii, 310 p. tables. 12°. (Riverside textbooks in education, ed. by Ellwood P. Cubberley.)

The book presents a study of one of the newer additions to the public-school curriculum. Information is given to guide the teachers in instructing, and also where to find and use current materials. Plans for current-events lessons are given, and an extensive bibliography of material on the teaching of current events is added. The purpose of the book is to add some clarity to the problem of relating current events to other school subjects, and to make them serve in the training of students for their place in the world as alert and intelligent citizens.

ROUTZAHN, MARY SWAIN, and ROUTZAHN, EVART G. Publicity for social work. New York Russell Sage foundation; 1928. xviii, 392, p. illus., diagrs., 8°.

Public understanding of social work usually lags some years behind current practice, according to the authors, and publicity in social work fills the gap. For this reason, the subject of publicity is important, particularly educational publicity by which the public is informed as to the current needs of social work. Suggestions are offered as to methods of attracting and holding attention, and how to promote activity. There must be a study of the people of the community served, their degree of education, racial traits, financial status, social background, and their interests. Various branches of publicity work are discussed, the newspapers and printed matter, special occasions such as fairs, plays, and expositions, and intensive campaigns in connection with social work.

SHAVER, ERWIN L. Present-day trends in religious education. Lectures on the Earl foundation and other papers. Boston, Chicago, The Pilgrim press, 1928. ix, 167 p. 12°.

The aim of this book is to present a few of the questions which ministers, laymen, and religious educators are asking, and to attempt to answer them for the benefit of those who are seeking to understand the trends of religious education today. Chapters are devoted to a few of the questions of importance, namely, educational problems of to-day (which includes education for material gain, for nationalism, institutionalizing education, etc.); the new religious education; method; changing curriculum; the Bible; church-school for week-day and for summer vacations; and training of leaders.

SNEDDEN, DAVID. Educational sociology for beginners. New York, The Macmillan company, 1928. xiii, 636 p. 12°.

The book is designed for the army of young teachers who undertake the professional responsibility of country schools, urban graded classes, and high-school departments, having had little if any experience, and with but little supervision. A considerable part of the book is devoted to the study of "the sociologies of American life"—family life, economic life, political life, cultural life, etc. Other chapters are concerned with the need of sociological masteries—that is, masteries called the masteries of sociological relations, educative direction of societies, and the teacher's personal relations to the community, etc. Current problems and theories for the betterment of education are also presented, in order to give young teachers a further appreciation of educational science.

UFFORD, CELIAN. Training for college speakers. Boston, Mass., Expression company, publishers, 1928. xii, 335 p. 8°.

The aim of the book is to furnish material with which to supplement the work of the instructor and to present practical suggestions for discussion and assignment. The author, who is an instructor of speech at Harvard University, has made his study from the point of view of the college student and in such a way as to attract college students. It has been developed under the heads: The art of persuasion, voice training for public speaking, platform behavior, collegiate speech purposes and occasions, and cooperative controversy.

WHITNEY, FREDERICK LAMSON. The junior college in America. Greeley, Colorado state teachers college, 1928. xix, 258 p. tables. 8°. (Colorado teachers college education series, no. 5, ed. by John H. Shaw.)

This is the history of the development of this interesting movement in American education, as well as the story of its present status. At the time the study was completed, there were 146 public junior colleges operating, and 236 private junior colleges, making a total of 382 in active operation. The investigation covered the junior college as a type, its standards, curriculums, and its organization. A directory of junior colleges is furnished, with data as to time of organization, name of executive director, unit of administration, number of students, etc. The legal background of the movement is shown, with chronology of the laws, State statutes, university affiliation, finance, etc.



## Let Children Share the Intellectual Life of Parents



Education is like religion in many respects. It is so in this: The children of a household grow most easily and naturally in the religious life, not when the parents are always talking about it and pressing it upon them, but when the atmosphere of the house is so full of religion that they do not think of living any other life. And in the same way when parents make their children sharers in a true intellectual life possessed by themselves and make the house full of the sense of the blessedness of knowing, the minds of the children will surely be awake to knowledge and will be educated as the years go on

—TIMOTHY DWIGHT



## YOUTH

*Let me live with the youth of the world.  
Let me warm myself at its blazing hearth  
When my flame of hope burns low—  
Youth with its imperious "Why?"  
Its keen eyes that see through all shams,  
Its strong hands that tear off all masks  
And overthrow old idols.*

*Experience, Position, and Power  
Count their treasures, their lands, and their gold.  
"See where I have arrived!"  
"O poor world," cries Youth, "share with me  
The wealth of my visions and dreams;"  
And pointing to farthest horizon, exults,  
"See where I am going!"*

*Let me live with the youth of the world,  
Youth not of years but of spirit,  
Touching the hem of the Infinite.*

—JOSEPHINE M. FABRICANT.

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# SCHOOL LIFE

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PUPILS OF WOOD LAKE SCHOOL EAGERLY WELCOME THE HENNEPIN COUNTY BOOK TRUCK

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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Bureau of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. Laura Underhill Kohn and Mrs. S. M. N. Marrs, the achievements of the National Congress of Parents and Teachers are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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WASHINGTON, D. C., APRIL, 1929

No. 8

## Some Suggestions for Improving Rural School Administration and Support

*One-Teacher School Still Necessary Under Certain Conditions, and it Should be Thoroughly Modernized. Districts of Large Area Obviously Desirable. Comprehensive State Survey May be Needed to Accomplish Reorganization of Districts. Better Systems of Taxation and Distribution Should be Devised. Oversupply of Teachers Makes Higher Requirements Possible. Centralize in State Board the Power to Grant Certificates*

By WM. JOHN COOPER

*United States Commissioner of Education*

WHEN I speak of 1-teacher rural schools I do not wish to be understood as filing a brief for them. The "little red schoolhouse," like the old oaken bucket, may make strong appeals to sentiment, but we must, in the light of present-day conditions, look upon both of them where they still exist as necessary evils. Just as we should try to keep the open well sanitary for our health's sake, so we should modernize in every way possible the 1-teacher school if it is the only type of school possible or practicable under existing conditions. If we keep ever in mind that it grew up under pioneering conditions, when land and the improvements thereon were fair measures of wealth and the ability of citizens to pay taxes could be fairly measured thereby; when roads were poor or nonexistent; when transportation was slow; when rural life in its freedom from crime, epidemic, conflagration, and unemployment was to be preferred to urban life; when trained teachers, good textbooks, and scientific methods were nonexistent; if, in a word, we fully realize that the conditions which produced the 1-teacher school no longer prevail, we will endeavor to eliminate it wherever possible.

### *Unit of Administration Should be Larger*

My remarks therefore will be concerned with how we may administer such schools to better advantage.

First. We need a unit of administration much larger than that served by the present 1-teacher school, since: (a) The area of administration should be large enough

to support a complete school unit, elementary and secondary. Only in most unusual situations should one person be expected to teach both elementary and high school grades. (b) The number of pupils of junior and senior high-school age should be adequate to make possible the richer curricular offerings, the better opportunities for adequate counseling and guidance, and the more varied extracurricular program of our larger high schools. If the area is very sparsely populated, lodging and boarding at the high school may be required as well as good transportation facilities. (c) Enough elementary schools should be in the area to warrant employing at least one trained supervisor.

### *Real Community Should be School Unit*

To offer such educational opportunities, without undue hardship on the taxpayer, a district of large area is obviously needed. In some States such a unit probably exists in the county. If so the preparation of a law is simple, although political influences will doubtless oppose its passage. If, however, the county area is very large or county lines exist primarily for defining jurisdiction of courts, or possess mainly historical significance, new units must be established. This unit, I believe, should be a real community unit, and its center should be the place where adults shop, go to church, attend lodge, etc. To accomplish such reorganization I recommend a comprehensive survey of an entire State and the establishment of a commission with power to carry out the survey recommendations.

Second. We need a new plan of school finance. Doctor Swift and others have told us that ability to support govern-

mental agencies, and especially schools, is no longer adequately measured by the general property tax. Mrs. Cook, of our bureau, tells me that an increasing number of States report other types of tax used in whole or in part to support schools, for instance: 8 States so use personal income taxes; 8 States, inheritance taxes; 7, a specific form of corporation tax; 5, a severance tax; 8, occupational, business, and license taxes; 11, a sales tax. In the latter are included five States with a tobacco tax and one with a tax on malt sirup. It is reasonable to assume that wealth in these new forms and found chiefly in cities is dependent more or less on the existence of a "back country." If so, its prosperity and its advantages, especially in educational opportunity, are matters of vital importance to the possessors of such wealth. All this appears to call for a large unit—probably a State unit, if just and fair taxes are to be levied. The law which levies the tax must, of course, provide the machinery for handling and apportioning the funds.

### *Better Systems of Apportionment Are Needed*

Third. We need a new system of distributing State funds. It might well be inferred from what has been said above that any system which antedated the year 1900, or even the end of the World War, would be unlikely to allot school moneys justly. Several States have given this problem attention and are now experimenting with new plans. I hope that all students of rural education will follow closely the operation of the "weighted pupil" plan of New York, and the "equated pupil" plan of Connecticut. This is a field fruitful for research work.

Address before department of rural education, National Education Association, Cleveland, Ohio, February 26, 1929.



I think that no State should enact into its law a statute of another State until careful study has indicated how the principles involved will affect its schools. I want to warn you against distributing money with no regard to reorganization. A private business which fails to adapt itself to new conditions goes into bankruptcy. This, of course, can not happen to such a quasi municipal corporation as a school district. Nevertheless, I believe it is bad public policy to bolster up an educational organization which was developed to meet needs no longer existing and whose officials insist on maintaining the status quo rather than creating new organizations to meet new needs.

#### *Room for Improvement in Personnel*

Fourth. We need better trained teachers, and better equipped staffs in State departments of education to handle certification problems. It is implied in my remarks on distribution of State school funds that the State department is likely to need more help if such funds are handled properly. But in addition to this financial responsibility, the State departments are rendering each year greater service in certifying teachers. In 36 States certifying authority (excluding, in some States, the independent cities) is vested in State agencies. In four others State control is practically accomplished, though some certificates are still issued by counties. The examination method of issuing certificates has been eliminated in all but 15 States.

#### *Local Units Should Not Fix Standards*

In view of the fact that the oversupply of teachers seems to be nation-wide, I can see no good reason why any State should allow local units to set standards, examine, and certificate teachers. It is not fair to children to permit local authorities to certificate a poorly trained person when trained teachers are available. It is not fair to the great body of American teachers who are endeavoring to professionalize their calling to have such a door opened to those who are for the most part mere job hunters. Nor is it fair to those who have invested heavily in their education and professional training to be compelled to accept salaries fixed by the law of demand and supply when the supply can be increased arbitrarily by local examining boards. And in the long run it is not fair to the best of those who enter teaching by the examination route, for often they must migrate in order to obtain promotion and salary increase. The local nature and unstandardized character of their certificates tend to prevent migration and consequently to lessen their opportunities and remove the chief incentive to self-improvement.

We also note a marked increase in professional standards for certification. A

minimum prerequisite of high-school graduation and two years' professional training in addition has been established in five States, a minimum of high-school graduation with one year in addition in 14 other States, and of high-school graduation with professional training either included or in addition to high-school graduation, in several others. That the movement is constantly growing is shown by the fact that eight States have reported raising certification requirements during 1927-28. Certainly no State can be criticized for increasing standards in view of the oversupply of teachers.

I should recommend, therefore, State statutes along such lines as these:

1. Granting sole authority to fix standards for teaching certificates to the State department of education or to some board or professional commission with authority to act for the State.

2. Placing all power to issue certificates in the hands of the State department of education or in such teacher-training institutions, public and private, as may be accredited by the State department of education.

#### *Emergency Certificates Are Permissible*

3. Empowering the State department of education to grant emergency certificates on its own examination or on examination by such local boards as the State board may establish or approve. This will care for conditions similar to those of the World War period when a great shortage of teachers justified extraordinary recruiting methods.

4. Empowering State agencies to classify school districts in such a way that those without adequate resources to pay a properly trained teacher will not be forced to close school. Such districts may be permitted to employ teachers with incomplete preparation, but only so long as the necessity therefor continues. The classification should care for these situations until a plan for adequately financing all school districts whose continuation is approved can be worked out.

#### *Supervision by State and County Officers*

Fifth. We need better supervision of rural schools.

It is obvious that until there are much larger school districts in the rural areas improvements in supervising instruction must fall on the county and State units. It is with satisfaction, then, that we note upward trends in salaries and qualifications, for county superintendents' reports for the 5-year period (1922-1927) indicate higher median salaries for these officials in 34 States, the increase amounting to about \$500 per year. During the same period 16 States have raised the minimum salaries and 30 States have raised the maximum salaries paid to their county

superintendents. In fact, the number in the \$4,000 to \$9,000 class has increased.

The high-water mark in selecting a superintendent so far as I know has been fixed by Los Angeles County, Calif. The county charter provides for selection of the superintendent under civil service regulations by the board of county supervisors, who also fix his salary. The salary of the next superintendent has been fixed at \$9,000. The qualifications set were about these: (a) Education; at least a bachelor's degree from a recognized college. (b) Successful experience in administering schools. (c) Professional, holding an administrator's credential issued by the State department of education and ability to pass an examination set by the county civil service examination.

#### *Examination by Competent Persons*

The questions for this examination were written by a special committee consisting of one member of the civil service commission, the State superintendent, and three college presidents. The four professional members marked the papers, each independently. From a list of three certified by this commission the board of supervisors will elect the superintendent, who will serve for life or until removed for cause.

It can be confidently expected that any county superintendent so selected, so well paid, and protected in his tenure will establish a splendid educational program and give professional supervision of high character to his rural schools.

State departments of education also show encouraging progress. In commenting on this, Mrs. Katherine M. Cook, of the Bureau of Education, writes:

#### *State Inspection Before State Supervision*

"State supervision of rural schools began as an inspectorial function generally practiced in connection with the distribution of State aid. Although certain inspectorial duties continue, they are subordinate in amount and number of persons engaged in supervisory functions, using the term 'supervisory' in its modern meaning as concerned with the improvement of instruction. In numbers, State education staff members assigned to rural-school work have increased in 10 years from 46 officials in 26 States to 172 in 38 States. The number of such officials and the States employing them have steadily increased with the exception of a backset encountered in 1926, when two States were obliged to drop State rural-school supervisors. In salary, professional training, and type of duties performed, rural-school supervisors in practically all States employing them have a status equal to that of other members of the State education staff."



We have so much evidence of the beneficent effect of well-trained leaders in developing courses of study, improving teaching skill, and otherwise furnishing educational opportunity for the country child approaching that of the city child that we can safely recommend legislation along three lines: (a) To increase the salary, improve the training, and raise the standards for county superintendents. (b) To allow from State money a "supervision fund" to be used for employing professionally trained rural supervisors in each county. (c) To provide a State rural-school staff adequate in ability and size to stimulate, lead, and assist the county officials, to direct the local school attendance supervisors, and to safeguard the educational rights of children of migratory workers.

Realizing that everything can not be accomplished even by State legislatures at one session, I have made no effort to outline any comprehensive plan for rural-school improvement. My purpose has been rather to suggest several steps which I believe are in line of advance and which may be undertaken without waiting for extended research, and to offer two suggestions for research study, namely, to develop in each State a plan for financing schools and to discover the best unit for rural-school administration.



Thirty-four religious faiths are represented by students this year in the University of Wisconsin. Answers by 6,479 of the 9,042 students brought out the following record of church affiliation in certain denominations: Roman Catholic 1,042, Lutheran 1,018, Methodist 959, Congregational 887, Presbyterian 680, Jewish 553, Episcopal 441, Baptist 235, and Christian Science 189. These nine faiths claimed 93 per cent of the students reported.

## Educational Exhibit at the Seville Exposition

The United States Government, through the Departments of the Interior, Commerce, Agriculture, and other agencies, is participating in the Hispano-Americano Exposition, which will be opened this month at Seville, Spain, and continue for approximately one year. In the public resolution approved by Congress on March 3, 1925, the Secretary of the Interior was authorized to collect and prepare suitable exhibits pertaining to education and other phases of the work of the department.

The objective for the Bureau of Education exhibit is to convey as complete a picture as possible of the educational developments in this country in the limited space available. The coordinating feature is a bulletin printed in Spanish and in English entitled "Education in the United States of America." It contains a statement of the function of the Bureau of Education, the National Government in education, and of the philosophy, organization, and characteristic features of education in this country.

The exhibit is composed largely of colored enlargements, handiwork of school children, publications of the Bureau of Education, and a model of a school building. The board of education, Gary, Ind., loaned to the bureau three unique colored enlargements of the Froebel School in that city. A large painting of a cross-section view of the building showing the internal design, equipment, and the arrangements for curricular and extra-curricular activities is displayed, with a professionally made model of the same building and grounds. The making of the model required three months; it

shows in excellent detail the architecture, landscape, school gardens and animal houses, wading pool for young children, tennis and volley ball courts, recreational facilities for small children, and the athletic field. Minature models of boys and girls portray the recreational and athletic activities, including the great American game of baseball.

Handiwork of elementary and junior and senior high-school pupils is displayed. Minature models of the *Spirit of St. Louis* and of boats used for commercial purposes on the Great Lakes illustrate regular projects of the manual arts classes in junior high schools. Handiwork, representative of class projects in home economics classes in the respective grades was supplied by the public schools of Baltimore, Md., and of Washington, D. C. Products from other subject fields were displayed. Another section of the exhibit contains Bureau of Education publications.

Colored enlargements show modern curricular and extracurricular practices, school buildings, and equipment. Kindergarten activities, and the equipment of Cornell University are represented. Other school levels and the vocational aspects were illustrated by carefully selected material. One group of pictures exemplify some of the practices in health, safety, rural, and adult education. Aviation pictures of the campuses of the Massachusetts Institute of Technology and of the University of Washington were included. These enlargements compose a very attractive portion of the exhibit and tell their story in the universal language of pictures.—John O. Malott.



The Bureau of Education will exhibit at Seville a beautiful model of Froebel School, Gary, Ind.



# Library Service to the Schools of Hennepin County, Minn.

*Residents of County Were Long Permitted to Use Minneapolis Public Library, But Few Took Advantage of Opportunity. Limited Service to Rural Districts was Tried and Proved Successful. Appetite for Books Was Created and County Authorities Cheerfully Provided Funds for Full Library Service in County. Contract with City Library Is Renewed Annually. County Director a Trained Librarian with Infectious Enthusiasm*

By GRATIA A. COUNTRYMAN

*Librarian, Minneapolis (Minn.) Public Library*

**H**ENNEPIN County Library, Minnesota, in its service to the rural schools of the county differs in no essential respect from the work of any city library for the public schools. The purpose of each is to put good books into the hands of children and to make them enjoy reading, and incidentally to send books into the home for the larger circle.

The public library is an institution so pliable that it bends to every growing need of community life; so susceptible to the social needs, so eager to render all possible service, that it must by virtue of its own nature reach out beyond the city borders.

It is the one educational institution that reaches all classes and ages and degrees of intelligence with the chance to keep on learning throughout life. Through the free distribution of books, it gives a chance for that thing which is so dear to the American heart—equality of opportunity.

Not all of our people live in reach of a public library, and some way must be found to take the books to them. If books are important to the children in a city they are just as important, or more so, to country children. Families living in more or less of isolation should in justice participate in all of the opportunities to become intelligent citizens.

## *Library Used to Encourage Trade*

This was the fixed idea of the Minneapolis Public Library. Accordingly, the library board began, in 1915, to allow every resident in Hennepin County to draw books from the Minneapolis Library. The city was encouraging trade with county residents; all roads through the county led into Minneapolis; why should not the educational roads lead in that direction?

Hennepin County contains 565 square miles; the most distant point is about 40 miles from Minneapolis, which is on the extreme eastern border of the county. Only near-by residents took advantage of the privilege of drawing books on a borrower's card, and very few of these were children. With the help of a very small sum from the county commissioners to

pay clerical help, a system of traveling libraries was begun to the country schools and to a few village libraries that had led a precarious existence. Reference work was done for the teachers, and packages of books went out to them by parcel post.

This service, in due time, cultivated an appetite for books in our county neighbors, a habit of expecting an exchange of titles at frequent intervals, and a dependence upon the new facilities supplied to them. After seven years of almost free service, the Minneapolis Library had to tell the county leaders that the expense was becoming too great for the library to carry, and suggested that they apply to the county commissioners to levy a county library tax as allowed by law and to make a contract with the Minneapolis Public Library.

## *Library Tax Levied for Seven Years*

The county superintendent of schools was the prime mover, and the people all over the county sponsored the move. They could no longer do without books. Since the people desired it, the county commissioners levied a 1-mill tax in 1922 and have continued to do so annually for the past seven years. A contract which was made and is annually renewed with the Minneapolis Library Board provides that the library continue to loan its books to county residents on the same basis as to city residents, that the county work be housed in the library building, and that the librarian of the city library be the county librarian in charge of the county library fund. Since the county library was established, the work with the rural elementary schools has been organized in close cooperation with the county superintendent of schools. State library aid is granted to these schools and wherever the local board has taken advantage of this grant, the superintendent has used this very small fund for supplementary material and permanent reference books. The county fund has supplied a carefully chosen collection, changed frequently, of circulating books for both teachers and pupils. Where additional reference tools were needed, the county has supplied

those freely. The county superintendent and the county library director have been fully in accord in the type of books supplied and in the object to be gained of enlarging the horizon of the children.

## *School Libraries Now Neat and Orderly*

In a recent visit to the various schools, I could but compare the looks of the present collections of neat, orderly, well used but well kept books with the dirty out-of-date and often ill-chosen books huddled in disorder on a back shelf or closet which we found in these same school buildings when we first began our county service. There was no comparison between the children's attitude toward this constantly renewed clean school library and the disgraceful remnants of books which used to serve as one.

Each one of the 82 elementary schools is visited monthly by the county director and the book truck, roads and weather permitting. These schools vary from 1-room ungraded schools, on out-of-the-way ungraded roads, to modern well-organized schools in new and well-equipped buildings. The county director is a trained librarian with much experience and an infectious enthusiasm. The book truck is provided with shelves opening on the inside, and carries about 500 books. The pictures submitted are of a previous truck which had shelves on the outside. The cold days of Minnesota winters and rainy days of summer made it difficult for patrons to select books. But in the new truck patrons can go inside and keep warm and dry, and we recommend this type of truck. The director travels on a scheduled route, so that the teachers know when to expect her. Often the director receives messages from the teachers telling of special titles or subjects which they will want on the next trip, and if possible all of these special requests are included on the book truck shelves. When the truck draws up at the front door of the school, especially if it be a small school, teacher and pupils come out with enthusiasm to exchange their books. This is the opportunity for guidance by a trained library director.



She has already chosen the books carefully with reference to the schools to be visited that day; then as each school begins to choose its month's supply from the book-truck shelves, she judiciously recommends this or that for the particular needs of that group of children. So well has she learned the characteristics of each school and the type of the teacher that she knows just what will please them. All of the children call her by name and look forward to her cheery visits. Usually she carries away with her a list of titles which the school will need before the next trip, and these are sent by parcel post from the county collection upon her return.

*Books Have Widened Children's Horizons*

The only criticisms which the superintendent of schools has offered are that the visits to each of these 82 schools can not be made oftener than once a month, and that the director can not stay at each long enough to give a talk on book appreciation. The superintendent often speaks of the enrichment of the curriculum and the many opportunities which have been given to the teachers through this traveling collection of county books carried to

the door of the schoolhouse. History, geography, and English are made vivid by historical stories, biographies, stories of other lands, and good editions of classics. Children with mechanical minds have how-to-make books, and the fine recreational books widen their horizons and stimulate their curiosity. Home reading has been developed and encouraged by county library so that older members of the family get the benefit of the school collection.

*County Teachers Visit Library Frequently*

Every Saturday, many teachers are in the county room going over the shelves for special material. As the city library is open to the county residents, the teachers are at liberty to borrow much material which the county library can not furnish. There are music and lantern slides for a school entertainment; there are books on costumes if the school is going to put on a little play; there are dozens of pictures on nature work—birds, trees, flowers; there are photographs of famous places and buildings. All of this wealth of material may be borrowed by the rural teacher as well as by the city teacher,

because there is a county library administration in conjunction with a city library. Perhaps no service to the schools is so important as is the interest and inspiration given to the teaching staff through the library.

*Librarians Employed for Large Schools*

As a rule the teacher or principal is in charge of the collection of books which is loaned to her school, but in the larger elementary schools having several rooms the county library has employed a librarian who is on duty certain hours a day. These librarians are most zealous, often visiting the county headquarters several times a week to get material for the teachers, especially if there is a rush call. Just as in the city the librarian does not always know in advance what subjects the teachers will assign, and every child will come for the same thing at the same time. A librarian who will make extra trips into town for hurry-up calls is a boon to any country school.

To guide the summer reading, the lists of books for the "vacation honor reading" which are used for the Minneapolis schools are distributed through the rural



The book truck makes monthly visits to every school in the county



schools. Although the schools are closed, many of the children are reached by the book truck if their homes are on the scheduled route, and they often borrow books of their neighbors when they live on the side roads. Of course many of the children work on the farms during the summer and have little time for reading, but it is surprising how many read a goodly number of the books on the honor lists and are ready to report in the fall. A certificate is given by the Minneapolis Public Library to each child who completes a specified number on the list, and can intelligently report on the books read. A growing number of country children win these certificates each year.

The director of the county library gives a talk each year to the teachers at a meeting held in the county superintendent's office and appears occasionally on the programs of the parent-teacher meetings in the county.

Besides this direct contact and service to the elementary district schools, there are the schools in the villages. Branch libraries are maintained in all of these, with comfortable reading rooms, a permanent collection of books, and a librarian. These branches give the usual library service. The county tax supports these village libraries and provides the books necessary for school work. The general county book collection and the Minneapolis Library can always be called upon to supplement the county branch collection.

#### *Library Branches in Consolidated High Schools*

Then there are the large consolidated high schools. In each of these the county library has established a branch with a combined school and community service. The local school board furnishes the room for a library and enters into a contract with the county library jointly to pay the salary of a librarian and to turn their State-aid library fund to the county library. The county uses this school library fund for books requested by the teachers for school use and adds many other titles, both for school and community use. Loans are also made from the general county collection. Our very best and most adequate branch libraries have been built up in these consolidated high schools. In two of them the school librarian has taken charge of the grade schools in her district as a subgroup. In these high-school branches regular library instruction in the use of library tools and card catalogues has been given to the students. Boys' and girls' clubs have been formed in almost all of our rural high schools, and these farm interests are aided by up-to-date agricultural books.

It is amazing to us who are librarians and who value books so sincerely to find that in many homes of well-to-do people

in the country there are no books, no magazines, and sometimes no newspapers. The county books in the school library which are taken home week after week have developed and encouraged home reading in the family circle. It is hard to say which is more valuable to the child, the use of books in connection with school work or in home use, which stimulates the idea of having reading matter on the home table.

The story of our work for rural schools is a repetition of our work for city schools carried on with as little red tape as possible. The children do not have borrowers' cards, and the teachers keep very simple records. There are yet many things to be improved. The county tax is not sufficient to buy enough books nor to hire enough trained librarians. At headquarters there are not enough people to give as efficient help to the teachers as the cause deserves, but, all in all, the children are getting more books and the teachers better personal assistance through the county system than they ever had before.



### **Boston Latin School Boys Win Scholarship Trophy**

Harvard scholarship trophy offered each year by the Phi Beta Kappa Chapter of the university has been won for the fourth successive year by the Boston Latin School. Competition is open to all schools in the United States which prepare as many as seven boys for college. The offer provides that competing schools shall present as a team the best seven of their graduates, and in order to receive a place on the team each candidate must take the examination of the college entrance examination board, although it is not a requirement that any of the competitors shall enter Harvard College. Rivalry for the honor is keen, and difference in records made by leading schools is often very slight. In the last contest the weighted average of the Boston Latin School was 90.09 per cent; the school next highest was again Phillips Exeter Academy, with 87.84 per cent, followed closely by Hotchkiss and Phillips Andover. All the young men composing the winning team entered the university.



County school trustees of Idaho have formed a state-wide organization for the protection of educational endowments of the State. The announced purpose is to promote the investigation of all endowment resources of the State and the future protection of the same for the benefit of present and future citizenship of Idaho.

### **Circulating School Library Books in Illinois**

Following the recommendations of Homer Hall, county superintendent of schools in Boone County, Ill., 60 of the 64 school districts of the county have agreed to contribute \$5 annually to purchase library books to be circulated from various distributing centers in the county among the rural schools. One other school district, feeling that it is located too far from any of the centers from which books are circulated, purchased this year the entire set of 32 books recommended by the Illinois Pupils' Reading Circle in lieu of contributing to the circulating library fund.

According to a report on Boone County school libraries, issued January 1, 1929, a total of 2,531 library books are circulated from 6 centers in various sections of the county. The books purchased during the past year include, for the most part, sets of books recommended by the Illinois Pupils' Reading Circle and supplementary readers. Usually the teachers visit the centers and select the books they wish, returning them to the centers when they are through with them. In a few instances books are transported by parcel post.

The circulation of library books among rural schools in Boone County has been carried on for a number of years. Prior to last year the books were purchased with funds received from eighth-grade commencements. The number of books in the circulating libraries of the county was 2,140 before the plan of financing them by \$5 contributions from each school district began. Superintendent Hall feels that, with the books already on hand and with the assurance of \$300 a year to purchase others, fairly good collections of library books should be available to the schools of Boone County within a few years.

According to an article in a recent number of *The Illinois Teacher*, three other counties in Illinois—Bureau, La Salle, and Winnebago—are circulating library books among rural schools in a manner similar to that of Boone County. The money for the books in these three counties is obtained from the proceeds of entertainments given by the teachers and from village eighth-grade commencements. The books in Winnebago County have been distributed to the schools by a transfer company since 1927. At the beginning of the school year a box of books is deposited in each elementary school in the county; these boxes are exchanged every three months and at the close of the schools they are deposited in the office of the county superintendent of schools. This trucking service costs approximately \$250 a year. It is paid for from the library book fund and from the county superintendent's contingent fund.—*Edith A. Lathrop.*



# Is a Uniform Plan of College Admission Either Feasible or Desirable?

*General Mental Ability and Character Traits Determine Success in College More Than Combination of Subjects Studied in Preparatory Schools. Nevertheless the Typical American College Prescribes 9 of 15 Units for Admission and Many Colleges Prescribe All of Them. Plan to Procure Selected Group Without Specific Pattern of Subjects*

By WILLIAM MARTIN PROCTOR

*Professor of Education, Leland Stanford Junior University*

and EDWIN J. BROWN

*Professor of Education, State Teachers College, Emporia, Kans.*

IN A RECENT STUDY of the problem of the relation of college admission requirements to efforts to revise high-school curricula the authors received reports from 331 colleges and universities, and 977 high schools. The present specific requirements of the colleges were reported, as well as their reactions to proposals that they accept more than three units of practical or vocational work as part of the 15 admission units. Both college and high-school officials were asked to react to a proposed plan of admissions designed to secure to the college a selected group of students, without the insistence upon a specific pattern of subjects to be taken in the secondary schools.

The plan was not submitted with the idea that it was an acceptable plan for all colleges, but with the idea of getting reactions to the various items with a view to discovering those most acceptable to both secondary people and college authorities.

The reactions of both types of schoolmen to the proposed plan will be better appreciated if a brief summary is given of the findings regarding existing admission requirements in the five subject fields of English, foreign language, mathematics, social science, and laboratory science. This summary is given below.

## *Existing Requirements for College Admission*

1. *English*.—Required by 100 per cent of the colleges reporting. Two units specified by 2 per cent of the colleges; 3 units by 75 per cent; 4 units by 18 per cent; and 4 units required but only 3 units out of the 15 credited to English by 2 per cent.

2. *Foreign language*.—Required by 75 per cent of the colleges reporting. Latin or Greek, or both, are required by 9 per cent; Latin or modern language by 49 per cent; and modern language only by 17 per cent.

Forty, or 74 per cent of the women's colleges, require Latin as one of the foreign languages to be offered. Some of them require from five to seven units of foreign language as a prerequisite for admission.

3. *Mathematics*.—Required by 96 per cent of the colleges reporting. Requiring 1 unit only, 2 per cent; 2 or 2½ units, 69 per cent; 3 units, 26 per cent; more than 3 units, 3 per cent.

Publication of this article is sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson, chairman; C. A. Jessen, secretary.

Four State universities, and 4 mechanical and technical colleges require no mathematics for admission, but only 1 out of 54 women's colleges has no mathematics requirement. Three or more units of mathematics are required by 52 per cent of the women's colleges.

4. *Social science*.—Required by 77 per cent of the colleges reporting. One unit is required by 52 per cent; 1½ units by 3 per cent; 2 units by 19 per cent; 3 or more units by 3 per cent.

5. *Laboratory science*.—Required by 54 per cent of the colleges reporting. One unit is required by 46 per cent; 2 units by 7 per cent; 3 units by 1 per cent.

Only 25 per cent of the women's colleges require science for admission, while 64 per cent of the mechanical and technical colleges require it.

6. *Typical admission prescriptions*.—Following are requirements in the academic subjects, which may be said to be characteristic of from 50 to 75 per cent of American colleges: (a) English, 3 units; (b) foreign language, 2 units; (c) mathematics, 2 units; (d) laboratory science, 1 unit; (e) social science, 1 unit; making a total of 9 prescribed and 6 elective units. This might be termed the median college admissions requirement.

When grouped as to total number of units prescribed, 14 per cent of the colleges prescribe from 1 to 6 units; 40 per cent prescribe from 7 to 9 units; 30 per cent prescribe from 10 to 12 units; while 14 per cent prescribe 13 to 15 units for admission.

## *Vocational Studies Not Favored for College Preparation*

7. *Status of practical and vocational subjects*.—When asked whether they were willing to accept practical and vocational subjects for admission to the extent of 4 or more units out of the 15, 34 per cent of those reported stated that they were willing to do so; but 66 per cent stated that they could not accept more than 3 such units among the 15, some of them not being willing to accept any at all.

In willingness to accept practical and vocational subjects the New England States were most conservative, and the Western States most liberal. As to types of colleges the State universities and agricultural and mechanical colleges were the most liberal and the women's colleges least liberal.

From the foregoing summary it appears that the heaviest prescriptions are still in the two fields of foreign language and mathematics. In some extreme instances, found among the colleges for women, as many as 10 units are prescribed in these two fields. In a great majority of the colleges the prescriptions in these two fields outweigh the prescriptions in social science and laboratory science two to one. These facts illustrate how slowly college admission requirements and college courses, for that matter, change to meet the changing requirements of present-

day life. The colleges which make these prescriptions are supposed to be liberal arts colleges, but most of them teach no arts courses, and many of them are far from liberal, especially as regards their requirements for admission.

## *Proposed Plan of Admission to College*

The plan of admission to college which was presented to high-school principals and college officials was made up of six items or major provisions. They were:

1. Candidates must have passed 15 units of secondary work in a satisfactory manner, provided that those who have completed 12 units in a senior high school, i. e., tenth, eleventh, and twelfth grades, based on a junior high-school course where full work was carried in the ninth grade, may be granted 3 additional units to make up the necessary 15.

2. Candidates must accomplish their high-school work with an average scholarship which places them in the top half of their high-school graduating class. It is assumed that the marking system in an accredited high school shall involve a plan of assigning "passing" marks to at least an approximation of a normal curve, and that the number in the graduating class is large enough to be amenable to such a distribution.

3. Candidates to be rated by at least three of their high-school teachers on such personality traits as industry, reliability, judgment, cooperativeness, initiative, leadership, physical vitality, etc., and should be found in the top half of their graduating class in such traits.

4. Candidates shall stand in the top half of their graduating class in the distribution of scores made on one or more standardized intelligence or aptitude tests.

5. Candidates should complete at least 10 of the 15 secondary units in the fields of English, social science, natural science, mathematics, or foreign language with at least 2 sequences of 3 units each selected within these 5 fields. The remaining 5 units may be chosen from any subjects for which credit is given toward graduation by the high school recommending the candidate.

6. Candidates must submit to the colleges to which they seek admission evidence of seriousness of purpose, capacity for self-direction and sustained effort, and their reason for wanting to secure a college education. This information to be transmitted by means of a personal letter, a formal application blank, recommendations of those who know them best, or by interview with representatives of the college concerned, or by all these methods combined.

It will be observed that if the conditions of items 2, 3, and 4, were literally carried out it would mean that probably not more than 25 per cent of any graduating class would be recommended for college. As a matter of fact the average



percentage of high-school graduating classes now admitted to colleges in this country is around 35 per cent. As previously stated, however, the purpose in submitting the items of the plan in their present form was not to evolve a universal and highly restrictive plan of admission, but to bring out the general consensus of college and secondary school opinion.

#### Data Concerning Pupils Gathered by Principals

Whether recommendations shall be made from the top third, the top half, or the top two-thirds is not very important, when all types of colleges and all types of student interest and ability are taken into the account. The important point in connection with the items included in the proposed plan is that it would mean the testing by the high school of its own students and the gathering of important data regarding their fitness for the type of college work which they may wish to undertake, the data to be available in the principal's office for use by him in recommending students to the colleges of their choice.

Another important consideration which influenced the selection of the items was that of getting away from the prescription of specific patterns of subjects in determining fitness for college work. If anything has come out of the discussions and investigations of recent years along this line it is that general mental ability, ranking in high-school scholarship, and character traits, as revealed in their social contacts and life purpose, are much more influential in determining college success, than the combination of subjects taken while in the secondary school. While we know these things and admit their validity we go serenely on our way making specific subject requirements, simply because it has always been done that way.

#### Majority of Principals Favor Every Item

The reactions of the college officials and high-school principals to the six items of the proposed plan are significant, as they bring out the fact that every item was favored by more than a majority of high-school principals and three of them by a majority of the college officials. The reactions of the two groups are set forth in the table. The summary of the table shows that items 1, 5, and 6, received the highest vote, both from high-school principals and college officials. Item 1 relates to admitting on 12 units from the senior high school, grades 10, 11, and 12, and granting 3 units for work done in a junior high school having a ninth grade, to make up the quota of 15 Carnegie units. Item 5 specifies that 10 of the units shall be in the 5 fields of English, foreign language, mathematics, social science and laboratory science, and

that the other 5 may be chosen from any subjects accepted for graduation by the high school. No specific combination is prescribed, however. Item 6 requires the candidate to submit evidence of seriousness of purpose, capacity for self-direction, etc.

#### Reactions of college officials and high-school principals to a particular plan for college admission

Total number replying: High-school principals, 977; college officials, 331; both, 1,308

	High-school principals		College officials		Both	
	Number	Per cent	Number	Per cent	Number	Per cent
1. Approve all 6 items.....	416	42.0	66	20.0	482	37.0
2. Approve all 6 but suggest other items.....	55	6.0	19	6.0	74	6.0
3. Approve 1 or more but not all of items.....	363	37.0	171	52.0	534	41.0
4. Frequency of mention, where 1 or more but not all approved:						
Item 1.....	270	28.0	141	43.0	411	32.0
Item 2.....	188	19.0	77	23.0	265	20.0
Item 3.....	163	17.0	77	23.0	240	18.0
Item 4.....	107	11.0	40	12.0	147	11.0
Item 5.....	245	25.0	102	31.0	347	27.0
Item 6.....	271	28.0	113	34.0	384	29.0
5. Would substitute for proposed plan the college entrance examination board examinations, as follows:						
(a) Old plan: Examinations in 15 units.....	3	.3	8	2.4	11	.8
(b) Comprehensive examinations.....	4	.4	17	5.0	21	.6
(c) Latest plan: Comprehensive, plus intelligence test.....	18	1.8	17	5.0	35	3.0
6. Would substitute New England entrance certificate plan.....	2	.2	5	1.5	7	.6
7. Would substitute the North Central Association plan.....	30	3.0	18	5.0	48	3.7
8. Would admit all who stand in following percentiles of their graduating classes:						
(a) Top, 10 to 35 per cent.....	4	.4	0	.0	4	.3
(b) Top, 36 to 50 per cent.....	9	.9	1	.3	10	.8
(c) Top, 51 to 65 per cent.....	3	.3	2	.6	5	.4
(d) Top, 66 to 75 per cent.....	2	.2	2	.6	4	.3
9. Would admit on the principal's recommendation alone.....	67	7.0	19	6.0	86	7.0

#### TOTAL VOTE BY ITEMS (SUMS OF 1, 2, AND APPROPRIATE NUMBER IN 4, ABOVE)

Item 1.....	741	76.0	226	69.0	967	75.0
Item 2.....	659	67.0	162	49.0	821	63.0
Item 3.....	634	65.0	162	49.0	796	61.0
Item 4.....	578	59.0	125	38.0	703	54.0
Item 5.....	716	73.0	187	57.0	903	70.0
Item 6.....	742	76.0	198	60.0	940	72.0

Items 2, 3, and 4, both in the total vote and the separate votes, received less favorable consideration, although all of them in the combined vote received more than 50 per cent of the votes cast. Item 2 relates to ranking graduating class in order of scholarship and selecting from top half. Item 3 suggests ranking by character traits as rated by at least three teachers and recommending from top half. Item 4 should require ranking on intelligence or aptitude test and recommending from top half.

In each case the percentage of high-school principals favoring the items is higher than for college officials. Intelligence tests, as a basis for admission, received the smallest vote from both groups, with the college officials registering the least faith in such measurements. This may be due to the fact that high-school principals are more familiar with tests and their value in educational and vocational guidance. The group of college officials least favorable to intelligence tests were the representatives of the State institu-

tions and small liberal arts colleges. The groups most favorable were those representing the selective standard colleges and the large privately endowed universities.

A rather surprising outcome of the survey is found in the reactions both of the high-school and college officials to the op-

tion of substituting the College Entrance Examination Board examinations, in their various forms, for the proposed plan. Only 25 high-school principals—or 2.5 per cent of those voting—favored any of the examination procedures in admissions. Forty-two out of the 331 college officials reporting—or 12.4 per cent—voted to substitute the College Entrance Examination Board examinations for the proposed plan, although more than one-third of the colleges reporting now use the examinations either as their predominant method of admission, or in combination with other plans, such as a certificate from a recommended or accredited secondary school. There seemed to be rather universal recognition of the fact that the examination method tends to make secondary schools mere coaching schools, and to perpetuate the domination of the colleges over high-school curricula and methods of teaching.

Two other alternatives to the proposed plan received scant consideration, i. e., No. 8, in the table, relating to admission



from a given percentile of the graduating class without reference to pattern of subjects taken, and No. 9, admission on principal's recommendation only. No. 8 received only 1.8 per cent of the high-school principals' support, and 1.5 per cent of the college officials' support. No. 9 received support from 7 per cent of the high-school principals and 6 per cent of the college officials. Thus, while not favoring examinations as a method of admission, both groups are equally unwilling to put all the responsibility upon the high-school principal.

#### More Liberality in Prescription of Units

Reasonable conclusions from the survey would seem to be:

1. That while there has been considerable progress in the matter of excessive prescription of units earned in the five academic fields, there is room for much more liberality in that direction if secondary schools are to be free to serve all their students.

2. That the fields where there is greatest need of restatement of admission requirements are those of mathematics and foreign language. First, because these fields touch the life of citizens of this country least; and second, because there is no evidence to support the theory of mental discipline on which they have heretofore held their prestige as college preparatory material.

3. The reactions of the high-school principals and college officials to a proposed plan of admission indicate that more than two-thirds of them favor admission on 12 units, i. e., release of the junior high school from high-school and college domination; limiting academic prescriptions to 10 units, but without specification of definite patterns, i. e., allowing at least one-third of high-school course to be taken in any subjects accepted for graduation; and the submission of evidence on the candidate's part of seriousness of purpose, capacity for selfdirection, etc.

4. That the items relating to ranking by scholarship, mental tests, and character-trait rating, were least favorably considered, but still received more than 50 per cent of the vote by high-school principals, with less than 50 per cent of college officials voting favorably in each case. Since all of these items are relatively new the large favorable vote indicates that much progress has been made along these lines in recent years.

5. That neither the entrance examination nor the handing over to high-school principals of entire responsibility in recommendations was favored by those voting. The principals seem to recognize the right of the college to make selection, and the college officials seem inclined to favor a method of selection which will not interfere with the real functions of the secondary school.

6. That in view of the variety of higher institutions, and also in view of the variety of interests, ambitions, and abilities of prospective students, no single, rigid, and universal method of admission should be undertaken. Rather that colleges should cooperate with secondary school officials to work out plans for admission which recognize both the necessity for careful selection on the part of the college and the necessity which confronts the high school of meeting the needs of all its students, i. e., its right to freedom in making and administering its own program of studies in the light of all of its functions. The favorable consideration of items in the proposed plan, looking to a better means of selection by both college and high-school officials, is an indication that much progress toward understanding and agreement has already been made.



School bus drivers are now having their meetings. Eighty of them met recently in La Porte, Ind., and discussed accident prevention and traffic regulations.

## National Congress of Parents and Teachers in Annual Convention

LEADERS in the parent-teacher movement, parents, teachers, and friends of the movement generally will gather in thirty-third annual convention, May 4 to 11, 1929, in Washington, D. C., to represent about a million and a half members of the National Congress of Parents and Teachers.

"Education for worthy home membership" is the general theme around which the program of the convention centers. The educational significance of the movement will be developed through conferences of delegates, of State presidents, of bureau managers, and of committee chairmen. Business meetings of this growing organization will be an important part of the proceedings.

The preliminary program announces that among the speakers on the program are included: The United States Commissioner of Education, Dr. William John Cooper; Dr. Jesse H. Newlon, of Columbia University; Dr. Ernest R. Groves, who will discuss the problems of modern youth; Mrs. Lillian Gilbreth, whose subject will be Engineering the Home.

Classes in parliamentary procedure, parent-teacher courses, and rural life are to be conducted under expert leadership. Round-table conferences on public welfare, education, home service, publications, preschool, high school, and college associations, city councils, parent education, and the summer round-up have been arranged for inspiration and for the development of a better technic of the organizations.—Ellen C. Lombard.



The District of Columbia Congress of Parents and Teachers is making active preparations for the convention. As hostess State, the District of Columbia Congress has appointed a sponsor for each State, whose duty shall be to make the visitors from the several States welcome by means of personal greetings and other friendly attentions. Already these State sponsors have written to the State presidents introducing themselves and offering their services.

Many committees have been formed and are at work. The District of Columbia Congress is made up of 80 local parent-teacher associations, each one of which is ready and eager to do its part to make this a thoroughly enjoyable and inspirational convention.

The opening meeting is to be a vesper service at Arlington, Sunday, May 5, at

3 o'clock. Right Rev. James E. Freeman, Episcopal Bishop of Washington, will be the speaker, and at the conclusion of the service a wreath will be placed on the Tomb of the Unknown Soldier.

At convention headquarters, the Washington Hotel, an exhibit of the work of the several States and also of cooperating agencies will be in place, and the public schools of Washington are planning to display their work in a near-by hotel.

On Wednesday the program includes a trip to Mount Vernon, where an oak tree will be planted in honor of General Washington. Other opportunities for sight-seeing will be afforded, and Washington will be at its loveliest to greet the parents and educators who have come from far and near to promote the welfare of the Nation's children.—Mrs. James W. Byler, assistant convention chairman, District of Columbia Congress of Parents and Teachers.



### High Schools Best for College Preparation

That students coming to Harvard University from public schools are better prepared for college than students from private or "tutoring" schools is indicated by a study recently made at the university of the records of freshmen students in the classes of 1929 and 1930. It was found that of 436 men in the class of 1929 who entered as freshmen from public schools, 102 obtained ranks which gave them places on the dean's list, and 60 had unsatisfactory records. Of 411 freshmen in the same class who came from private schools, 53 were put on the dean's list, and 92 had unsatisfactory records. In the class of 1930 the number of freshmen students who entered from public schools was eight more than the number of freshmen who entered from private schools, but the number of those coming from public schools who, at the end of their freshman year were placed in the first 3 groups of the rank list, was greater by 54 than the number of those who came from private schools. It was further found that public-school men in this group contributed 58 fewer students to the number of those who had unsatisfactory records, and 19 fewer to those whose connection with the college was severed. Of the 48 men who in 1927 entered the freshman class from tutoring schools, 2 were placed on the dean's list, 20 made unsatisfactory records, and 12 had their connection with the college severed.



# SCHOOL LIFE

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Editor - - - - - JAMES C. BOYKIN

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APRIL, 1929

## The National Survey of Secondary Education

THE Congress has authorized the Bureau of Education to make a study of the organization, administration, financing, and work of secondary schools and their articulation with elementary and higher education, at a total cost of \$225,000, of which \$50,000 will be available during the fiscal year 1930. Specialists and experts may be employed for temporary service in the investigation.

This provision was in the Interior Department appropriation bill which was signed by President Coolidge in his last hours in the presidential office. Plans for the study are already under consideration, although it will not be actively undertaken until the beginning of the next fiscal year, July 1.

It is the direct and prompt response to an address made by Dr. Charles H. Judd before the North Central Association of Colleges and Secondary Schools at its meeting in Chicago, March 16, 1928. The other four regional accrediting associations joined the North Central in urging a national survey of secondary education, and the National Council of Education, the National Education Association, the Department of Secondary School Principals, and the National Council of State Superintendents and Commissioners of Education cooperated actively in forwarding the movement.

Plans and "justification" were formulated in the Bureau of Education and were submitted in due course to the Bureau of the Budget and to the proper committees of the Congress. The result was the passage of the act including the authorization and the appropriation exactly in the form recommended.

This survey of secondary education will be parallel to the survey of land-grant colleges under the direction of the Commissioner of Education, which is now in progress. The latter survey suggested the former.

Educational surveys have been a characteristic function of the Bureau of Education from its beginning. The first duty of Henry Barnard, the first commissioner,

was to make a survey of education in the District of Columbia, and the first document issued by the bureau was a report of that survey. Dr. William T. Harris, who became commissioner in 1889, was also required to make a survey of the public schools of the District. And in his survey of the school system of Baltimore, Dr. E. E. Brown, commissioner from 1906 to 1911, initiated a series of important local and State surveys that have since occupied much of the attention of the bureau.

The two surveys recently ordered by the Congress are of a new and different type, inasmuch as they relate to classes of institutions throughout the Nation and not to schools of circumscribed localities. Surveys of negro education in 1915 and 1927 are more nearly of the new type, but they were not conducted under specific congressional sanction and were financed largely by private funds.

Surveys of the new type seem to be the beginning of a new era in the history of the Bureau of Education. Through them the bureau enters a broad field in which its influence upon American education should be more direct and effective than ever before. Other subjects require the sort of study that is being given to land-grant colleges, and will soon be given to secondary schools. Should those surveys prove as valuable as their promoters expect, similar studies in other fields will in all probability be demanded. Rural education, educational finance, elementary education, and teacher preparation are among them.

Education is said to be the ruling passion of the American people. No sacrifice is too great, and no expenditure is too heavy when the proper training of America's children is involved. Visible evidence of this appears on every hand, but most conspicuously in our towns and villages; and travelers often remark upon it. In other lands the outstanding structures are monumental churches and royal palaces; Americans build monumental colleges and palatial high schools.

We are committed as a nation to the ideal of a high-school education for everybody. More than three-fourths of the children who complete the highest elementary grade enter the high school. In some States more than half the persons of high-school age are in high schools and in a few favored communities every child of proper age is in such a school. Three States require school attendance to the age of 18 or until high-school graduation. Others require attendance to 18 but waive the requirement for those above 14 who have obtained suitable employment.

In Europe, on the contrary, "higher education," which includes what we call "secondary education," is for the favored few; only about 5 per cent of the population proceed further than the elementary

school. New York City has more secondary students than all of France, Los Angeles more than all of Austria, and Detroit more than London, though its population is only one-tenth as great.

The tremendous growth of our high-school enrollment has come within the past 30 years. We were not prepared for it in any particular. Neither physical equipment nor fully prepared teachers nor proved methods of organization nor matured curricula could be provided rapidly enough to meet the new and unprecedented demands.

"Chaotic" is a word of sinister import; but it is the adjective which most nearly describes American secondary education in many of its aspects. Even the meaning of "secondary education" is not fixed. It is differently defined in different States and at different periods. Men now living studied in college what their grandchildren study in high school. Decisions directly opposite to each other have come from State education offices. Administrators of schools and colleges writing upon the subject indiscriminately assign 4, 6, or 8 years to the secondary period, depending upon the purposes they wish to attain at the time of writing.

Coordination between the several classes of schools has not, in general, been achieved. Many colleges, perhaps most of them, are giving instruction in certain subjects to some students which is substantially similar to what other students in the same classes had in the high schools. Much of the work done in the high school is repeated in the college. These things and more are well known, but the remedy has not been found.

At the junction of the elementary school and the high school the difficulties of articulation are of a different type—the same officers usually administer both classes of schools—but they are none the less serious. In the elementary schools of the traditional 8-year type, which still constitute the great majority of American schools, children are kept upon the tool subjects at least two years after they are fully able to begin the characteristic work of the high school. Their time in these two years is in large part taken up with repetition of things they studied before. It is not uncommon to present the same topics in history and geography, for example, three times during the elementary course. As many years are given now to elementary work as our fathers gave 50 years ago, notwithstanding better equipment, better methods of teaching, and longer school terms.

Anomalies of organization are many. High-school districts are so constituted in some States as to prevent or retard the establishment of reorganized high schools. The pedagogical advantages of junior high schools are often overlooked, and



they are maintained merely for convenience in administration. In other localities they amount in practice to no more than administrative conveniences, notwithstanding a declared purpose to give them a distinctive character. And local surveys have in some instances shown that the junior high schools were actually detrimental to their pupils because "exploration" was so conducted as to fritter away valuable time.

Hundreds of high schools are too small for effective teaching and if they are reasonably efficient they are inordinately expensive per pupil because we have not yet learned to strike the right balance between accessibility and efficiency. Other schools appear to be too big and too unwieldy as they are now conducted. Large units are in general efficient and economical, but we have still to learn how far we may safely go before we reach the limit in the application of this principle. And many communities are without high schools of any description; they are the ones which should have first attention.

This is not a catalogue of the problems of American secondary education; but it indicates some of the troubles that have come upon us with extraordinary expansion. The kind of survey that is needed will not only describe the difficulties that we know to exist, but it will find a way out of them.

It is too much to hope that one investigation will succeed in overcoming all our ills, no matter what the auspices may be and no matter what resources in men and money are supplied for it. Wisdom comes with experience, and time is an essential element in experience. More studies and still more of them must be made before American secondary education will rest on a firm and unassailable basis.

It is reasonable to expect, however, that the survey of secondary education with which the Congress has seen fit to charge the Bureau of Education will result, first, in a clearer understanding of the conditions that attend secondary education in the United States; second, in well-defined standards by which the worth of its several activities may be judged; and, third, in a more general acceptance of the methods and the views of educational organizations and institutions which have proved efficient. It is not to be doubted that we have such organizations and institutions in goodly number.



More than \$16,000,000 is expended annually by the 136 schools, colleges, and universities administered or sponsored by the division of educational institutions of the Methodist Episcopal Church. The institutions have a total enrollment of 95,000 students, and possess buildings, grounds, and equipment valued at \$82,587,000.

## National Committee on Research in Secondary Education

By CARL A. JESSEN

Secretary

THE national survey of secondary education for which an appropriation has been made by Congress is expected to occupy during the next three years much of the energy of organizations operating in the secondary school field.

### Will Cooperate in National Survey

At its annual meeting in Cleveland on February 27 the National Committee on Research in Secondary Education, in order to leave the time of the organization and of individual members as free as possible for cooperating in the national survey, determined not to initiate new studies at this time. Studies which are in progress will be continued.

As a first move in the program of cooperation with the Bureau of Education in the national survey E. J. Ashbaugh, chairman of a special committee appointed for the purpose, submitted a list of problems in secondary education suitable for investigation in a nation-wide study. Arrangements were made to give wide circulation to this outline in order that reactions and suggestions might be secured and be made available to the survey staff.

The committee at this meeting made provision for abandoning its project for a cooperative 1930 study of member schools by the five regional associations representing New England, Middle Atlantic, Southern, North Central, and Northwest sections. The movement for such a cooperative study was launched at Boston a year ago. Two of the associations had already voted to cooperate in the study and it was anticipated that two of the others would readily arrange to join; the opinions of members of the committee, however, favored withdrawal of the project for such a coordinated study in order that regional associations might more actively throw their energies and resources into the proposed national survey.

### Speakers of Distinction Were Heard

Dr. William John Cooper, United States Commissioner of Education; W. H. Bristow, of the State Department of Public Instruction of Pennsylvania; W. C. Reavis, of the University of Chicago; and Joseph Roemer, of the University of Florida, addressed the meeting.

The officers of the committee were re-elected for the ensuing year. The following were elected members-at-large:

Jno. J. Tigert, President, University of Florida, Gainesville, Fla.

J. R. Ruff, professor of secondary education, University of Missouri, Columbia, Mo.

H. M. Ivy, superintendent of schools, Meridian, Miss.

V. T. Thayer, Ethical Culture School, New York, N. Y.

Walter D. Cocking, George Peabody College for Teachers, Nashville, Tenn.

Through these additions the committee membership was increased to 43.

The report of the secretary showed that five longer studies of the committee had been published during the past year. In addition, 12 articles for which the committee acted as sponsor appeared in *SCHOOL LIFE*. These articles in *SCHOOL LIFE* each month reach more than 11,000 readers interested in education and are accorded high place among the carefully selected articles which appear in this magazine.

Following is a list of these publications:

Baer, Joseph A. *Men Teachers in the Public Schools of the United States*. To be printed by Ohio State University on or about May 1, 1929. This study was made under the direction of E. J. Ashbaugh.

Ferriss, Emery N., and others. *The Rural Junior High School*. Published as Bureau of Education Bulletin, 1928, No. 28.

Proctor, William A., and Brown, Edwin J. The most essential findings of this study are incorporated into the chapter on methods of admission and matriculation requirements in 331 colleges and universities included in the seventh (1929) yearbook of the Department of Superintendence.

Reavis, W. C., and Butsch, R. L. C. *Abstracts of Unpublished Masters' Theses in the Field of Secondary-school Administration*. Published as Bulletin 24 of the Department of Secondary-school Principals, January 1929.

Roemer, Joseph. *Secondary Schools of the Southern Association*. Published as Bureau of Education Bulletin, 1928, No. 16.

### Committee Sponsors School Life Articles

The following articles sponsored by the National Committee on Research have appeared in *SCHOOL LIFE*:

Windes, E. E. *Unification of Secondary Education: the Outstanding Need*. March, 1928.

Grizzell, E. D. *A Comparison of Standards for Secondary Schools of Regional Associations*. April, 1928.

Jessen, Carl A. *The National Committee Reports Progress*. May, 1928.

Bristow, William H. *The Junior High School a Factor in the Rural-school Problem*. May, 1928.

Jones, Arthur J. *Cooperative Study of English and American Secondary Schools*. June, 1928.

Edmonson, J. B. *Colleges are Trying to be of Greater Help to High Schools*. September, 1928.

Ferriss, Emery N. *Building a Program of Studies for the Junior High School*. September, 1928.

Terry, Paul W. *Value of Supervision of High-school Student Organizations*. October, 1928.

Eikenberry, D. H. *Professional Requirements for Principals of High Schools*. November, 1928.

Powers, J. Orin. *Is the Junior High School Realizing Its Declared Objectives?* December, 1928.

Schorling, Raleigh. *Definition of Secondary Education and Its Functions*. December, 1928.

Koos, Leonard V. *Progress and Problems of Secondary Education in California*. January, 1929.

Crowley, Francis M. *Rapid Development of Catholic High Schools in Past Decade*. February, 1929.

Ashbaugh, E. J. *High School in Every District Means Too Many Small Schools*. March, 1929.



# Children Are Entitled to Best Human Experience in Sex Education

*Anything Less is Cruelly Unfair. Modern Scientific Training Prompts Children to Ask Questions Frankly. Many Parents Are Alarmed by Their Inability to Meet the Challenges Thus Presented. They Demand, Therefore, Effective Sex Education in the Schools. Normal Schools and Colleges are Presenting Appropriate Courses for Training Teachers and for Preparing Young People for Parenthood*

By NEWELL W. EDSON

*American Social Hygiene Association; Chairman Social Hygiene Committee, National Congress of Parents and Teachers*

THE so-called "sex question" is still a perennial puzzle to parents.

The modern frankness of discussion about sex relationships in book, paper, and magazine, the flaunting of marital infelicities and sexual adventure on the screen, the conceded independence of modern youth, the evident changed social attitudes and standards, the open challenges to monogamy, the sweeping away of old philosophies, the new findings of science and education, and the heavy hand of unreasoned tradition based on remnants of taboos are conflicting factors that give little help to average parents faced by their growing children. What to say and do, and when and how, or whether to do anything at all are still perplexing questions for many parents.

## *Parents Wish to Guide Their Children*

I believe the majority of parents of young children to-day feel that they should do something by way of guiding the sex factor in the lives of their children. Many are answering simply and without emotion the early queries about life origins. Some feel that at this point their task ends. Others hope they can disregard the matter until adolescence, when in one dreaded session they will tell their children "all they ought to know." Still others feel that children reared in an age where the sex factor is so prominent are entitled to the best of human experience in this phase of life, as in any other, and that anything short of that best is shoddy education and cruelly unfair. It is these last, I believe, coupled with the impetus and direction given by sound educators, who have stimulated the new trend in sex education.

This new trend is based on the thesis that if education is preparation of the child for life situations, sex education is his preparation for life situations in which sex is a factor. These are many and varied, and range from cradle to grave. They are concerned with a component that plays an important part in his life

and in his relations to society. The child is a sexed creature making an increasing number of contacts with other sexed creatures, and influenced in these contacts not only by his physical self but by the social experiences themselves. In other words, this child is being sex educated anyway. Therefore, says the new trend, "Let us give this child the best sex education possible. Let us not be content with the school of the gutter, but let us help this growing child to meet his sex situations through life with correct facts, sane interpretations, worthy ideals, and sound conduct."

This means that no modicum of facts about reproduction or sex hygiene will achieve the results. These are only a minor, though necessary, part of the plan. The child is entitled to graded and appropriate materials that will help him to meet wholesomely and happily all his experiences with reference to sex, to guide wisely his own urges and emotions, to interpret sanely sex situations in the world about him, and to prepare him definitely for marriage and parenthood, still the goals for most people.

## *Marriage the Difficult Problem of Life*

Now, marriage is probably the most difficult experience the individual will ever have. It is not only the mating of two creatures physically, emotionally, and socially different, but it is the interweaving of their lives in the daily associations of a partnership that probably more than any other human experience remolds their character and conduct. It necessitates constant adjustments to meet new experiences. It tests as by fire such assets as selfcontrol, fair play, unselfishness, unquestioned service, dependability, the spirit of responsibility, and the willingness to see the game through. It challenges every attitude and standard and ideal the individual has, and keeps going back to the boy-girl experiences that built these up. It is a relationship that demands the best the individual has in character, skills, and knowledge. To fail to train for it or to leave the training to chance is probably the most serious defect of our education to-day.

Parents are beginning to sense this situation as perhaps never before. As a part of modern scientific training their children are taught to ask questions frankly and to challenge, and they question and challenge from early childhood on. These challenges naturally include the sex situations about them at home, in school, on the playground, on the street, in the movies, and in magazines and newspapers. Among others, they challenge boy-girl experiences, social codes and conventions, the institution of marriage, the values of love, the stability of the home and family, and the worthwhileness of parenthood. Many parents can not meet these challenges and are genuinely alarmed. More disturbing still are the conscious or unconscious adoption by their children of the codes and mannerisms and attitudes of their own crowd regarding such experiences as petting, love-making, the demands for frankness and happiness and freedom. Thoughtful parents appreciate that these experiences rather than parental precepts all too frequently set the attitudes and standards which boys and girls carry over into the home partnership. And it is not alone parents of adolescents who are uneasy, but parents of pre-adolescents, who sense that in a very short time indeed they will have to meet the same difficulties with their own children.

## *Effective Sex Education is Demanded*

It is this realization that is making modern parents demand effective sex education for their children. Encouraged by such books as de Schweinitz's "Growing Up" and Cady's "The Way Life Begins," they clear without too much difficulty the hurdles of the mother's and the father's part in reproduction. These experiences hearten them to face other problems or questions their children bring, and to secure the best information and guidance possible. But they demand to know the experiences of other parents, and these demands are building up an increasingly good literature in the field, though there are still some gaps to be filled. Some parents are beginning to think in terms of sex education goals for different age

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periods and of definite ways in which they may help their children attain these goals. Not content with books alone, many parents are insisting that sex education be made an integral part of formal child study and parental education, in which parents can discuss not only theories but actual practices in meeting situations that arise and can get help in unraveling knotty problems.

#### *Teachers Tactfully Handle Facts of Reproduction*

Some of the parents with wider vision are beginning to realize that schools can do much in this matter of sex education. They appreciate that here and there are teachers of poise and sympathy, well versed in biology and the principles of modern education, who can handle reproductive facts in a scientific and unemotional way that many parents can never attain and that splendidly supplements the efforts of those who do undertake this task. They appreciate that similarly teachers may deal with appropriate materials in such courses as nature study, physiology and hygiene, physical education, home economics, the social studies, and literature. Other teachers are skilled in analyzing individual problems or guiding discussion groups or directing the conduct of boys and girls. Some parents realize that at present about 1 high school in 10 (1,665 out of the 16,937 high schools of the country) is experimenting in this direction, many with marked success and nearly all with parental approval. So parents are turning more and more to the supplementary help of schools in this matter of sex education and encouraging them to find suitable teachers and appropriate opportunities for this work. As a result, normal schools are now sensing the need for teacher training and here and there are beginning the inclusion of appropriate materials into their own courses.

#### *Social Hygiene Committees in Colleges*

Meanwhile, colleges are coming to face more definitely the training of future parents. More than 200 of the colleges have social hygiene committees, which are considering in what ways appropriate materials may be included in courses now given, what new courses in eugenics, the family, and the techniques of child rearing should be added; or pending either of these two moves, what types of lecture series will best serve special student groups. Maturing young men and women on the threshold of marriage and parenthood are entitled to a sound sex philosophy, along with the attitudes and ideals which make for wholesome conduct.

The National Congress of Parents and Teachers has been quick to grasp the significance of this new trend in sex education and to demand that it shall be incorporated in the program of the Congress.

Its parents have children of all ages who ask all manner of questions and bring home for interpretation all kinds of experiences, both of their own and of their mates. Hence these parents are requesting all sorts of helps and are engaging in activities which will prepare them to guide their children. The machinery of the Congress is therefore used for the preparation and distribution of materials, the wide use of speakers, the encouragement of study groups and discussions and reading. At the present writing 43 State chairmen serve as foci of interest and as general assistants in developing activities within their States. These chairmen co-operate with State and voluntary organizations in supplying materials to their members—pamphlets singly or in loan packets, information about books, suggestions about study groups, special programs. Some chairmen formulate programs growing out of local needs, send news items to their State bulletins (there are 45 of these), secure speakers and set up round-table discussions for State and district conventions, stimulate libraries to add books for parent use, and confer personally with many local officers. Through the efforts of these chairmen over 1,600 talks were given last year to more than 80,000 parents and teachers, including presentations before 23 State conventions. In connection with most of these talks question boxes and discussion of parent problems were conducted, and as with any other subject, many study groups arose for training parents in methods. One State Congress is very wisely training leaders who can in turn conduct study groups of parents.

#### *Parent-Teacher Associations Are Interested*

The development of this program in the National Congress of Parents and Teachers is, I believe, an indication of the solid determination of modern parents to meet the so-called sex question with their children. Parents appreciate its importance in the lives of growing boys and girls and in the home partnerships ahead. They are eagerly using the new materials and methods and the accumulating experience of successful parents which make possible a sex education that will guide children to wholesome conduct and a probably more successful marriage. This is one of the outstanding ways in which parents can contribute to present child welfare and to the homes of the next generation.



State athletic championship tournaments have been abolished by the central committee of the New York Public High School Athletic Association, the body which determines and administers eligibility rules and conducts State athletic contests.

## International Kindergarten Union at Rochester

More than 2,000 workers in the fields of nursery, kindergarten, and primary education attended the meeting of the International Kindergarten Union in Grand Rapids, Mich., last year. The meeting this year will be held in Rochester, N. Y., April 29 to May 2, inclusive.

The conference will open on Monday with an address by Dean William F. Russell, of Teachers College, Columbia University, and will close on Friday with a nursery school round table, Miss Harriet M. Johnson, of the bureau of educational experiments, New York City, presiding.

In addition to exhibits and school visitation, the week's program will include discussions of character education, child development and curriculum progression. Organized school visitation was instituted as a part of the convention program in Kansas City, three years ago. Delegates register their preference as to grade and type of work they wish to observe, transportation is provided, and follow-up round-table conferences are held. One meeting will be given to the official publication of the organization, *Childhood Education*, with Dr. Ruth Streitz and Dr. James F. Hosie as the principal speakers.

Delegates' Day is the gala day of the week's conference. At this meeting, delegates from all sections of this country and abroad report progress in the education of young children in the section of the country they represent. Students in training schools in the vicinity of the place of meeting attend in groups and in many instances make their first professional contacts. The program of this year's meeting gives promise of worth and stimulation.—*Mary Dabney Davis.*



## Children's Books at Geneva Convention

Children's books will have an important place in the third biennial conference of the World Federation of Education Associations which will meet in Geneva, Switzerland, in July. The selection will include books written in the several languages designed to promote international good will among children, books loved by children and giving a true picture of life in different countries, children's classics, and books written by children. A questionnaire has been sent to librarians, teachers, parents, and booksellers, and the information gathered will be put into a report with an analytical catalogue.



# Useful Service of County School for Crippled Children

*Education of Physically Handicapped Children on Farms Has Had Little Attention Ohio Law Providing County Schools is Highly Beneficial. Hearty Cooperation by All Agencies Concerned With Barnesville School*

By PAUL V. BROWN

*Superintendent of Public Schools, Barnesville, Ohio*

PROBABLY all of you can recall cases similar to the one I am going to describe. Picture a farm home in which lives a badly crippled child. The nearest school is so far away and over such miserable roads that it is a task for even a physically normal child to make the trip. And if this crippled child could get to this country school, he would be so out of place, so improperly cared for, that he would be a burden to the already overworked teacher, and he would find school a most uninteresting and difficult place. In this particular county there is no city class for crippled children, no county class, nor any home teaching. So this little chap will have to idle away his

days, getting little or no school training, and he will always be dependent unless some better provision can be made for his care.

In every county there are crippled children; the number is greater than one would think without a careful study of actual conditions. In some of the cities the classes for such children reach most of the cases within the city—but what of the crippled child in the country?

In most counties very little is done for crippled children in the county—on the farm—and yet it is in the rural districts that the need is greatest, a need to which we are just beginning to pay some attention. It is about a county-wide school, caring for crippled children of the rural districts, that I wish to tell you.

Belmont County School for Crippled children is now in its third year. To this

school, located at Barnesville, Ohio, some 20 crippled boys and girls are brought from all over the county and they, together with five local children, make up the enrollment.

The children come from 13 communities; they stay in Barnesville from Monday morning till Friday night in boarding homes; they are enrolled in all eight grades, under the supervision of two most capable teachers, and they are getting a training that will make of them properly educated citizens. Without this school their school days would be few, and their training wholly inadequate.

What has been done in one county can be done in any other; and to do it there are certain contributing factors, the coordination of which makes success possible. I have listed seven such factors; that is by no means all of them, and they are arranged in no particular order.

## *Prime Factor is County Health Officer*

1. The first of these is the county health commissioner and his aides. It is through this office that clinics are best conducted, that cases suitable for such a school are found, and the initial enrollment made. Through this office also, after the class is once organized, health examinations and records are made regularly, and a constant watch is kept on the physical condition of

Read before Ohio Society for Crippled Children, Canton, Ohio, February 8, 1929.



The children are well fed and well taught, and they are comfortable and happy



the pupils. I find, too, that this office is ever ready to act as a special attendance officer, and help get pupils back to school when absent.

2. Next, I have grouped the county superintendent of schools, the board of education, and the superintendent of schools of the community wherein the class for crippled children is located. The board of education, particularly, must be favorable to the idea. It must provide suitable rooms and advance money in payment of bills, to be reimbursed at the end of the year by the State department of education, in accordance with law. And above all it must give the superintendent its support. As for the superintendent himself, suffice it to say that next to the teacher, who has the hardest and most important job, the superintendent is the one who must see the thing through.

#### *Civic Clubs Are Often Helpful*

3. The next one on my list is the Rotary Club or similar organization interested in this work. A school for crippled children can flourish better in any community where some such group stands ready to respond to calls for help. These calls come frequently—for new braces, crutches, special shoes, or glasses. Possibly it is a Victrola or a radio or gifts at Christmas time. The Rotary Club or other group has numerous opportunities to do many, many things to make the lives of these crippled children more livable.

4. Next, I group the State departments of health, education, and welfare. These departments have much to do with shaping the course of the special class and its pupils. The department of education is of special importance in that it pays the bills. Also it helps collect the tuition; sometimes is called upon to visit parents or boarding homes; and, in short, see to it that the whole project is kept up to standard.

#### *Cooperation of Parents is Necessary*

5. The parents of the children are the next important factor. Many of them are foreign; in many cases the child has never been away from home before. So it is necessary to obtain the cooperation of parents in order that they may help to keep the children happy and contented in their new school. If possible, the parents must pay for books, clothing, and transportation.

6. The mothers of the boarding homes—they are paid for their services—but only a real mother heart can take into her home three or four of these crippled ones and care for them as they should be cared for. Good meals, good beds, proper observance of study hours, discipline when necessary, occasional good times, and a sympathetic attitude toward the many

childish cares—all the things a real mother is called upon to do, these kind women do who open their homes to the children from out of town. Hard to find? I thought they would be, but in the three years the school has been in operation we have had excellent homes for the children and a waiting list of women who want to take new pupils as they come in. It would be the same in any other community. It is not the money only; it is the mother instinct that goes out to these unfortunate children.

#### *Teacher the Keystone of the Structure*

7. The last factor, and the most important one, is the teacher. I wish I could tell you what her job is. The teacher is the keystone of the entire structure. She must be alert, well trained, and ready to get the most out of the word "service." It is no job for an old teacher ready to take a rest, for to do the thing well she must be ready to respond to more calls than almost any other teacher in the entire staff.

Many others, of course, contribute to the success of such a school, but those listed are the most necessary ones. A successful county school for crippled children needs the whole-hearted cooperation of every one of these groups—alive to the need, ready to try, inspired with the ideal of service. And the remarkable thing about it is that it is usually so easy to secure this cooperation; in Barnesville all have fallen into step, and all have done what they could to help.

Now I am going to take you on a trip through our special school at Barnesville; and I am going to do it by having us imagine that we are a crippled child just enrolled in this class. Probably the county nurse found us and obtained our parents' consent to enter us in the school. So on the next Monday morning we get on the train or bus and go from home on this new adventure. We arrive at the school and find a pleasant, sympathetic teacher in charge of a well-equipped, interestingly decorated room. We begin our studies and find that they are the same as in any other school of similar grade except that they are carried on by use of a modified Dalton laboratory plan of instruction. The children in the school are particularly adapted to such a procedure.

#### *Habits Are Wholesome and Regular*

During the morning we drink milk; perhaps we rest on one of the cots. At noon our lunch, which we have brought from home, is supplemented from the home economics kitchen and we are a happy family around our dining tables. The art and music supervisors come in for their work; manual training for the boys and sewing for the girls are provided. And after a full day our taxi comes and

takes us to our home—we call it home—where three or four of our classmates live with us. And the going to and from school each day, the interesting lessons, the good boarding homes, all make the week pass so quickly that it is Friday night almost before we know it, and we find ourselves once more on the way to our parents' home for the week-end visit. That is a picture of our special class, minus the details.

Now let me tell you something of the pupils, and what they are getting from this school. Most of us realize the need for the proper education of crippled children. Some of them will never be able to do manual labor. They must, therefore, have trained minds—minds which will enable them to take an independent place in the world. Some of them will never be more than helpless cripples, and for them leisure will be just about the most abundant thing they have. Educators are realizing more and more that training for a wise use of leisure is one of the important goals of education. The work in school, therefore, should be such that these crippled children will have opened up to them new worlds in literature in art, in music, in science, in writing, and in study in general, to help them live their lives with some degree of happiness and contentment, not in dull despondency.

#### *Children Are Industrious and Happy*

So at school we find them eager, anxious for more, wanting extra work, and always just about the happiest and most cheerful group one can find anywhere, because from the very first every influence brought to bear upon them points toward some such goal.

Let me tell you about Anna. She came to us when the school was first started. She was 12 years of age and in the first grade, for she had never been to school. She wore braces on both legs, used crutches and was badly crippled. During the first year, in which she attended eight months, Anna did the work of the first and second grades. In the second year she did not come back until February, having been sent to a hospital in Columbus where she was operated upon and fitted with new braces. She had to learn to walk all over again. She has been in school so far this year, making a total attendance of 17 months, a little less than two full school years; yet to-day Anna is doing the finest kind of fifth-grade work, and is an eager, interested, and happy girl.

Each one of these 25 crippled boys and girls has an interesting story. Their attitudes are changing; they are becoming more contented, more optimistic, better able to meet conditions, and are building up a determination to make



# Department of Superintendence Again Convenes at Cleveland

*City is Central and Accessible and its Facilities for Big Meetings are Unsurpassed. President Boynton Attacks Critics of School Expenditures. Commissioner Cooper Recalls Part of Ohio Men in Establishment of Bureau of Education. Doctor Dewey Discusses Educational Articulation and Doctor Bagley Speaks of Character Education. Many Women in Audience but None on Main Program*

By KATHERINE M. COOK

*Chief Division of Rural Education, Bureau of Education*

CLEVELAND, "city of sanctified squander," host to the fifty-ninth annual convention of the Department of Superintendence, chosen for the third time in 10 years—oftener than any other city—again proved eminently satisfactory as the convention city. The phrase quoted was coined in the recent crusade of the "association for retrenchment of public expenditures" against rising school costs; but if the activities of that organization had any effect it was not apparent in the convention discussions. Cleveland and the State of Ohio have apparently not suffered from enforced retrenchment in school expenditures. This was made clear by J. L. Clifton, State Director of Education of Ohio, at the final session of the department, Thursday afternoon.

## *Disarm Criticism by Ignoring It*

"Out of Cleveland within the past year," said Director Clifton, "has come a discussion about the cost of education. We have lived so close to it in our State that we have paid very little attention to it. I believe that the way to meet criticism of that kind is to ignore it, so far as public expression is concerned. \* \* \* I could say that the cost of education in the State of Ohio in the public schools has gone beyond the \$100,000,000 a year mark, but I know that if I should say that many people would be distressed. We are not, therefore, talking in figures about the cost of education."

Justification for Cleveland's frequent selection lies in part in its central location and consequent accessibility by varied means of transportation. Trolley and bus lines radiate in all directions from Cleveland, and railroad connections are far above the average in number and satisfactory service. Of the 15,000 reported in attendance many are said to have come by airplane; Detroit and Chicago delegations particularly favored that method of transportation.

For combination audience-room and commercial-exhibit needs the auditorium offers as nearly a perfect setting as is anywhere available. This year's exhibit was a display city in itself. Everything of

known availability for school use from pen points to the latest improved transportation automobiles was there for examination and explanation. If one left without information it was due to lack of time and energy or of inclination—certainly not of opportunity. Beside the commercial and equipment display, there was much to feed the more restricted pedagogical interest in the elaborate and suggestive exhibits of Cleveland and Cuyahoga County school systems. The arena in which all general meetings were held, though far more expansive than department audiences apparently require, proved eminently satisfactory in acoustics. Less disturbance and more comfort are therefore afforded than in convention halls generally available.

Down-town hotels were commodious and convenient—in proximity to the auditorium and in the multiplicity of rooms available for small meetings, luncheons and dinners, of which there were the usual number and variety. While not wholly adequate to accommodate all of the visitors, the overflow was with few exceptions, housed in comfortable though sometimes inconveniently remote quarters. On the whole there was an unusual degree of satisfaction and comfort in general arrangements for the physical well-being of those in attendance. This is due in large part to the fact that the Department of Superintendence, under the direction of Secretary Shankland, has built up an efficient, smoothly operating organization and perfection of convention machinery goes without saying.

## *No Controversies or Contests*

The Cleveland program failed to develop controversial discussions such as characterized the Boston meeting; and the election of officers, as at Boston, failed to develop a contest. Superintendent Frank Cody, of Detroit, was the unanimous choice of the convention for its next president.

The usual vesper service on Sunday afternoon was the formal convention opening, emphasizing that the spiritual and artistic are not neglected in education as it is to-day. The afternoon's discourse was delivered by Rev. Joel B. Hayden,

pastor of the Fairmont Presbyterian Church. The musical program was presented by Vincent Percy, organist, and the choral club of Glendale High School. Throughout the several programs, even including luncheons and dinners, music of excellent and stirring quality was furnished by musical organizations of the Cleveland schools. Mr. and Mrs. Brown, of Ithaca, N. Y., the president's home town, contributed materially to the success of the meeting by rendering musical selections and by directing community singing by the audience at a number of meetings and at the headquarters hotel.

## *Theme, Higher Types of Citizenship*

But the program of discussions prepared by President Boynton was naturally the pièce de résistance. The convention proper swung into action Monday morning at the auditorium arena with the president's annual address characterized in newspaper headlines as a "smashing attack" on the critics who charged that excessive expenditures for schools are prevalent. The program as a whole was intelligently conceived and effectively carried out. The central theme about which all general program discussions definitely centered, and which was also the basic influence of the group discussions, was "How can the public schools better serve democracy and increasingly produce a higher type of citizenship?" Each general session program was formulated to deal with a particular application of the underlying theme. The first concerned improving the school's service through better financing. The eight groups meeting the afternoon of the same day discussed allied topics such as: Financing rural schools; Can building costs be cut? State aid for education, and the like. The second general session was a demonstration of physical and health education, applying to that field the question of the school's service to better citizenship. Other general sessions, similarly, were devoted to improving the school's service to democracy through articulation—articulation of school units, of school with life outside of school; through re-



search, and through better trained teaching staffs; the series fittingly culminating in the consideration of how the convention thesis could be answered through character education, the sine qua non of educational objectives.

The seventh and last general session was devoted in part to introductions, the president presenting newly selected officials of the several educational organizations represented which offer service to the public-school system. President Boynton first introduced to the department its newly elected president, Superintendent Cody, of Detroit, then the president of the National Education Association, Uel E. Lambkin, of Missouri, each of whom responded fittingly, outlining briefly the service which the organization he represents was prepared to offer, and setting forth the plans for his administration.

#### *Ohio Men Active for Bureau of Education*

Next to be presented was the recently appointed United States Commissioner of Education, Hon. William John Cooper. Doctor Cooper said it was particularly appropriate that the ceremony of presenting the Commissioner of Education to the Department of Superintendence should take place in Cleveland, Ohio. He recalled the fact that three distinguished citizens of Ohio played significant rôles in the establishment of the Bureau of Education. Andrew Jackson Rickoff, city superintendent of Cleveland, addressing the organization now known as the National Education Association at its meeting in 1865, at Pittsburgh, Pa., and speaking to the topic, A National Bureau of Education, outlined as desirable activities many of the functions that the Bureau of Education has exercised since its establishment. The Hon. Edward Emerson White, then State Commissioner of Common Schools for Ohio, acted as chairman of a committee of the National Association of School Superintendents appointed the same year to memorialize Congress in respect to the creation of a National Bureau of Education. A third distinguished citizen of Ohio, "educator, soldier, statesman, and later martyred President," introduced into Congress the bill to establish a National Bureau of Education.

Among speakers on the programs of the general sessions city superintendents predominated, occupying 8 of the 22 places. Professors (usually of education) in higher institutions held six of the places on the program, and presidents of higher institutions three. In addition there was one representative from each of the following: Chief State school officers, State departments of education staffs, city boards of education, and the personnel director of the New York Stock Exchange. Gover-

nor Cooper, of Ohio, scheduled to address the last session, was unable to be present.

The female of the species was conspicuously absent so far as participation in general programs is concerned; classroom teachers were not represented. "Are there no chairs in Cavendish Square?" The discrimination, if such it was, did not extend to the discussion groups, of which there were eight, nor to the numerous meetings of the allied organizations with affiliated programs; nor did it affect the attendance. Apparently the usual number of women and the usual number of teachers, both men and women, were there.

Outstanding speakers and significant papers were far too many to have adequate or inclusive mention. The program, as has been indicated, was not only broadly representative as to personnel but was comprehensive as to interests to an unusual degree. Research, guidance, curriculum reorganization, articulation, finance, the junior high school, are terms to conjure with in the educator's lexicon of 1929, if the department discussions are in any sense an indication of prevailing interests in the educational world.

If one were to chance an opinion of three or four topics which seemed to receive the lion's share of attention he would probably select equalizing educational opportunity, articulation, junior high school reorganization and curriculum, and teacher training. Unusual consideration was given to the need for teachers of the Mark Hopkins kind—securing them through selection of entrants; through more and better training, pre-service and in-service; through training institutions more intimately in touch with the problems to be faced by students when they graduate, and similar important and apparently neglected means.

#### *School Finance Occupies First Session*

Similar difficulty is encountered when one attempts to select outstanding session programs. Judged by the attendance and apparent interest, the first, third, and sixth general meetings seem worthy of mention. The first meeting included the president's address, Education: "What Program What Price?" a comprehensive discussion of what school-building programs of the future will involve, by Superintendent Gwinn, of San Francisco; and an outstanding address by Dr. George Strayer, of Columbia University, vigorously attacking the pertinent subject of financing schools. According to President Boynton, "it has become the fashion for certain speakers and writers to point an admonishing finger at the steadily rising cost of public education. Who is it that bewails the rising cost of education, declaring that we are trying to teach too many things to too many people? Is it

the working man or the middle-class worker? No; not these. They know that in education lies the hope of realizing for their children what circumstances have denied themselves, that through the American public school runs the straightest road to success and a more equal distribution of the world's wealth. It is that small but powerful and active class made up of those who believe that education above the line of illiteracy is the exclusive right of a few selected souls; a class made up in part of these and in part also of those gold-greedy go-getters who have always been willing to rob childhood of its birthright and to coin it into coupons in order that with unconscious irony they may build monuments to themselves upon college campuses. They are our 'conscientious objectors' to the school budget."

Doctor Strayer, discussing the rising cost of education and the Nation's ability to pay, said: "There is no doubt concerning the ability of the American people to finance their schools, even though costs have increased greatly in the past 20 years. A nation which is able to save 15 per cent of its income certainly need not be anxious concerning the expenditure of 2.68 per cent of its income for education."

At the third general session Dr. John Dewey, Teachers College, Columbia University, dean of American educational philosophers, was the principal speaker.

#### *Waste in Educational Processes*

Doctor Dewey's topic was "General Principles of Educational Articulation." Doctor Dewey discussed two ways of approaching the problem of elimination of waste in the educative processes of the school. "One," he said, "is the administrative. This takes the existing system as a going concern and inquires into the breaks and overlappings that make for maladjustment and inefficient expenditure of time and energy on the part of both pupil and teacher—useless and therefore harmful mental motions, harmful, and not merely useless, because they set up bad habits. The other may be called personal psychological, or moral. By these adjectives is meant that the method starts from the side of personal growth of individual needs and capacities, and asks what school organization is best calculated to secure continuity and efficiency of development. \* \* \*

"This statement of two modes of approach does not imply that there is a necessary opposition between the two. They should be complementary. What is common to both is that each looks at the educational system as a whole and views each part with respect to what it does in making education really a whole, and not merely a juxtaposition of mechanically separated parts. Each avenue of ap-



proach is equally concerned to eliminate isolations and render the function of each part effective with respect to the others. \* \* \* Interests and capacities change with age. The underlying problem is whether the changes occur gradually and almost insensibly or by sharply marked off leaps which correspond to the conventional institutional school divisions. This is a question which must be investigated. \* \* \* The study of the best methods of articulation should be checked by a comparative study of those schools in which division into units is minimized; that is, 'unified schools' in which children of different ages from primary to high school are found together and wherein there is no administrative break between junior and senior years in the high schools. Only by such a comparative study can the elements, if any, that are artificial and conventional in the schools where units are emphasized be detected. \* \* \* The fundamental problem of articulation takes us outside the school to articulation of its activities with the out-of-school experience of the pupils. It is for this reason that the curriculum is so fundamental; to articulate successive phases of subject matter with one another, there must be an articulation of the curriculum with the broadening range of experiences at home, in the neighborhood and community. This principle applies at the beginning and all the way through. \* \* \*

#### *Tendency to Uniform Treatment of Subjects*

"There is still an undue tendency to a uniform four-abreast treatment of the subjects that make up the school program. Certain studies tend to appear in every month and in every year of the school program. There is need for flexible experimentation and periods of intensive concentration upon such things as reading and number work in the elementary grades followed by periods of relaxation in which achievements gained are capitalized in concentration upon other studies. The same principle applies to history, geography, nature study, and science. Each might be made for a time the relative center with subordination of other factors. The effect would be to disclose better than does the uniform method special aptitudes and weaknesses and would, I think, greatly minimize the breaks that now come with change of pupils to a new year and a new unit."

The sixth general meeting was devoted to character education. Three distinguished speakers graced this program. Dean William F. Russell, familiarly called "the young dean," was the first. His subject was "Some Hints from Scientific Investigations as to Character Training." He said:

"Character education is not merely a matter of importance; it is the outstand-

ing end of our education. To the degree that we achieve it we succeed; to the degree that it eludes our grasp, in that measure we fail. The character education industry which has been working at Teachers College has been looking into the problems of character. The conclusions, as one finds in scientific monographs, are cautious and guarded. I shall not give them here. I am trying to answer a hypothetical question like this: What, in your judgment, is the best advice as to character education resulting from scientific investigations? First, I think scientific investigations point to the need of much more continuous and protracted education than is common in our public schools with their 5-hour day, 5-day week, 36-week year. I should go so far as to say that they almost imply a boarding school. In our public school situation we must all work together, and this is no easy task. My second guess points to the need of a consistent and effective attack on character from a very early age. My third guess is that these researches in character education will yield the most powerful arguments against individual instruction that we have yet found; or to put it oppositely, there are many hints here and there as to the importance of the group, the pack, the gang, the set. My fourth guess is that research in character education points to the need of a happy pupil if much progress is made. I do not mean hilarity, gayety, or sensuousness. I mean an unworried life, a respect for the teacher, a sympathy with the ideals of the school, an enthusiasm or patriotism to the group to which he belongs.

#### *English Public-School Masters Were Wise*

"Recent investigations of character education make me think that the schoolmasters of Eton and Rugby, in picking children from good homes and giving them schooling inside the building and education outside in the play fields, knew what they were about. Here in the United States it has taken us a century to grant this opportunity for schooling to our pupils. I wonder how long it will take us to extend this opportunity for education."

The second address of the morning was that of Dr. W. C. Bagley on "Some Handicaps of Character Education in the United States." Doctor Bagley, eloquent and forceful, reminiscent of the day when he excoriated "soft pedagogy," spoke especially of problems concerned with the prevalence of crime in the United States, certain tendencies opposed to their solution, and of the function of the school in meeting the situation. Doctor Bagley believes that we must justify our democracy by demonstrating that

public education is a steadying and stabilizing force. Attempts to rationalize our policies have been too often attempts to justify loose standards rather than frankly to recognize the situation. The influence of these rationalized justifications of relaxed standards has been to open the paths of least resistance. It can be traced in our educational vocabulary.

"Practically every term suggestive of strength and rigor has been replaced by a weaker term. Certain words are never mentioned in our discussions except as objects of opprobrium; such words, for example, as drill, review, and system. A most striking example of these softening processes has been the complete and total discrediting of the concept of mental discipline. The implications of the experiments on the transfer of training have been carried far beyond the point justified by the experiments themselves and have been made the basis of a sweeping attack upon all school subjects that are inherently difficult in the sense of being exact and exacting.

#### *Freedom Theory a Perilous Adventure*

"The extent to which these influences have gone is most clearly seen in the increasing vogue of what I shall call the freedom theory of education. Learning activities must not be imposed; they must always take their cue from the immediate desires and purposes of the individual. Imposed tasks and prescribed programs of study not only violate the inherent right of the learner to make free choices, but are themselves either futile or negative as educational means. It would be unnecessary to refer to these extreme expressions of a theory which, sanely interpreted, has much to commend it were it not for the fact that they have acquired a popular vogue of very wide dimensions which makes them extremely dangerous at the present time. At the present juncture in American civilization they constitute about the last word in perilous adventure. They compound the forces that are already operating to weaken the educational fiber at the very time when a stiffening of that fiber is distinctly in order."

Doctor Bagley believes that public education is between two powerful pressures—soft sentimentalism of the extreme freedom theory on the one side, and hard sentimentalism which stigmatizes budgets for education as "sanctified squander" on the other. He reminded the audience that he had warned them 16 years ago that we could not build our democratic structure on the shifting sands of soft pedagogy. "That statement still holds," he said, "there must be iron in the blood and lime in the bone. For a motto of an educational theory meet for the needs



of democracy in an industrialized civilization I propose the phrase 'Through discipline to freedom.' "

The last speaker of the morning was Dr. John J. Tigert, president of the University of Florida, who spoke on character education from the standpoint of the philosophy of education. "The philosophy of education," he said, "would involve a statement of objectives, but it is unnecessary to take time for such a statement. We can proceed on a practical or empirical basis. From the time of Moses we have had commandments, codes, and catalogues of virtues which are ample for practical needs. A philosophy of aims seems to me to be one of the least of our difficulties. Old-fashioned moralists were satisfied with conscience as a guide. Personally, I believe that all the objectives could be reduced to one principle, either of conscience or the Golden Rule, and bring about an immeasurable result. All the subjects in the curriculum can be used for the betterment of character. Some subjects, particularly the social sciences, lend themselves more readily to this purpose than others. In the extracurricular activities we find the most convenient and effective agency to accomplish our ends. At no place in our whole educational scheme of things do I believe we can employ with more telling effect our philosophy of education through doing.

"I wish to go on record in expressing the conviction that in the development of character religion should supplement ethics. This particular function belongs to the church, but the school should supplement the efforts of the church as far as possible. The power of religious emotion will accomplish results that teaching can not hope to attain."

#### *Excellent Programs in Affiliated Sections*

The various affiliated departments and sections had prepared programs of excellent quality and covering a wide variety of topics of moment. The National Society for the Study of Education held its usual two sessions devoted to discussions of the 1929 yearbook on preschool and parental education.

The department of rural education celebrated its tenth anniversary with a luncheon meeting addressed by three nationally known speakers: Dr. P. P. Claxton, city superintendent of Tulsa, Okla., and formerly United States Commissioner of Education; Dr. William John Cooper, Commissioner of Education; and Dr. Charles H. Judd, director of the School of Education, University of Chicago. That the audience was widely representative is shown by the fact that there were present 4 State chief school officers and 24 additional representatives of State departments of education; 7 presidents of State teachers' colleges; 30 faculty members of

State teachers' colleges and 6 of State universities; 6 staff members of the Bureau of Education, 34 county superintendents, and 15 supervisors.

The Department of Elementary School Principals, the Platoon School group, the Department of Secondary School Principals, the National Council of Education, National Council of State Superintendents, National Council of Women in Administration were among other important organizations with excellent programs, each worthy of a separate article which space—not lack of interest or significance—forbids.

So the Cleveland meeting becomes history with its 58 predecessors. At each successive meeting one is impressed more and more with the positive and potential contributions of these conventions to unity and progress in American education. Doctor Dewey, in his significant address Wednesday morning, speaking directly of the report of the commission on articulation said: "In our American educational system of diffused control, in the absence of any central directive body, our sole guarantee of constant improvement is the method of cooperative voluntary inquiry and mutual conference." The statement applies equally to the increasing usefulness of the convention of the Department of Superintendence.



### Schoolhouse for Eskimo Within Arctic Circle

Corner stone of the farthest north schoolhouse on the American Continent has been laid at Barrow, Alaska, according to recent announcement of the United States Bureau of Education, Alaska division. The building, including necessary equipment and supplies, cost \$16,000, and is for native Eskimo children. The corner stone, a solid truncated prism of concrete, was placed upon a firm foundation of blue glacier ice 18 inches below the surface of the sand, and above high-water mark. Supplies for the school and 165 tons of building material were brought by the Government ship *Boxer* on its annual visit to Barrow. The chief of the Alaska division of the bureau, officers of the S. S. *Boxer*, superintendents, teachers, and local friends, traders, and whalers at Barrow assisted in the ceremonies, in the presence of about 200 Eskimos and a dozen white people. The corner stone was christened with seal oil, poured by an old walrus hunter and whaler of the locality, formerly of San Francisco. An appropriate background for the occasion was furnished by great ice fields grounded along the coast as far as eye could see and the S. S. *Boxer*, which was ready to lift anchor and maneuver for safety should the ice-pack shift in that direction.

### Service of School for Crippled Children

(Continued from page 155)

something of themselves. One boy was formerly in a regular grade with normal children. He was picked on by them all, and in his turn he picked on them. He was perfectly able to take care of himself, cursing, fighting, throwing bricks or his crutches; and when asked of his future, he said, "Believe me, I'm going to be a train robber when I grow up." He has been in the special school for these three years; to-day he is leading the boys in many of their activities, is doing splendid school work, does not fight nor swear, and is a changed individual, a gentleman. And he has some rosy plans for the future which do not include train robbing.

An exaggerated case, you will say. Yet it is indicative of the change that is being wrought. They are all being made over into better equipped, more determined boys and girls. And what is being done at Barnesville is not unique; any class, anywhere, can do the same for its pupils. But the big thing to note is that so very few such children are being reached; so many over the State have no chance for such training. We pride ourselves on being citizens of a great State, a State which is a leader in promoting work of this kind. And yet in Ohio and in every other State there is much more for us to do. Crippled boys and girls in the rural districts everywhere need better care and better educational advantages; and I want to leave with you this appeal: Help to spread the gospel, so that the time may soon come when every crippled child will be reached and will be given a fair start in life.



### No More Christmas Institutes for San Diego Teachers

A course of 4 evening sessions and 4 afternoon sessions has been substituted for the 3 days' institutes formerly held at Christmas time for teachers of San Diego. Outstanding lecturers will be engaged, with the purpose of providing a rich background of education and culture rather than to furnish technical educational information. Six sessions must be attended by each teacher during the year. For members who prefer the institute plan of meeting, attendance upon sessions of the California Teachers Association, southern section, and sessions of the San Diego County Institute may be substituted. As all sessions are to be held after school hours, teachers are allowed four additional days of vacation with pay at Christmas.



# New Books in Education

By MARTHA R. McCABE

*Acting Librarian, Bureau of Education*

CHARTERS, W. W. and WAPLES, DOUGLAS.

The Commonwealth teacher-training study. Introduction by Samuel P. Capen. Chicago, Ill., The University of Chicago press [1929]. xx, 666 p. tables, diags. 8°.

This investigation was made possible by funds from the Commonwealth fund, through its committee on administrative units, a subcommittee of the committee on educational research. More than 100 administrators assisted in collecting data from groups of teachers and others. The study is in two parts. Part I, The Investigation, presents the survey made of traits of teachers, their activities, the revision of existing courses, construction of new courses, and problems for investigation. Part II, The Findings, gives the data developed by the study in Part I. It presents a list of teachers' traits and trait actions which may be used as a check list, also a check list of teachers' activities, a code list, and a summary of tables showing curricular values of the activities, as estimated by various representative professional groups. The study is intended as a work book for all concerned in the organization and direction of courses for teachers.

COHEN, I. DAVID. Principles and practice of vocational guidance. New York and London, The Century Co. [1929]. xxiii, 471 p. front., diags., tables. 12°. (The Century vocational series, edited by Charles A. Prosser.)

Scientific vocational guidance is discussed, of what it consists, where and when it should begin, and the agencies involved in administering it. The author has surveyed the work of several communities that have carried on the work successfully, and presents the results of his study. He thinks that four ends are accomplished when the goal of an ideal condition of society is attained in this respect: 1. Fitness or native ability for different vocations or occupations is discovered. 2. Every person is placed in an employment in which his ability can be used to the best advantage. 3. Every person is trained for the line of work for which he is best adapted. 4. Every employment is so organized and conducted as to use the trained ability of every person in the way that will obtain the maximum results with the least expenditure of time, material, and effort. Information is given concerning occupations, and how to present the various occupations to the students, with suggestions as to placement, follow-up, legislation, etc.

ENGELHARDT, N. L. and ALEXANDER, CARTER. School finance and business management problems. New York city, Bureau of publications, Teachers college, Columbia university, 1928. xv, 526 p. tables, diags. 8°.

This book is the third volume in a series of problem books in public-school administration prepared by the staff of the department of educational administration in Teachers College, Columbia University. Other volumes will follow which will deal with special phases of school administration. Financing a public school system is an outstanding problem to-day in the light of the great amount of money needed and expended. The authors have presented

information of value to the school executive in many puzzling questions with which he has to deal. The school executive-in-training in teachers' colleges may also use the information to good advantage. The study embodies results of actual field work in school situations and research in the major fields of educational administration.

NATIONAL CONFERENCE OF SUPERVISORS AND DIRECTORS OF INSTRUCTION. Second yearbook, 1929. Scientific method in supervision . . . compiled by a committee of the conference, L. J. Brueckner, chairman, O. G. Brim, W. H. Burton, W. S. Gray, Ernest Horn, James F. Hosie. Edited by James F. Hosie. New York city, Bureau of publications, Teachers college, Columbia university, 1929. xii, 307 p. tables, diags. 8°.

The purpose of this study is to supply supervisors with descriptions of techniques by means of which they may analyze the educational situation definitely and understandingly. The group of educators making the study have presented a number of objective procedures, so-called techniques, based on aspects related to the pupil, to teacher activity, aspects of the recitation, evaluating methods of making objective studies of classroom procedures, and for securing teacher participation in the study of educational problems. The final chapters are devoted to an appraisal of teaching types and skills, with a summary. The authors find that there is great possibility of a scientific method in the work of supervision, and they have described techniques which will tend to make supervision more acceptable and more effective.

NUTT, HUBERT WILBUR. Current problems in the supervision of instruction. Richmond, Va., New York [etc.], Johnson publishing company [1929]. xiv, 538 p. 12°. tables, diags. (Johnson's education series, under the editorship of Thomas Alexander [and] Rosamond Root.)

The author's purpose in presenting this book was to give added impetus to the whole movement of supervision of teaching by stimulating further study and experimentation by supervisors, thereby furnishing superintendents and principals with information for applying effectively the principles of instructional supervision. Information is supplied on current practices in supervisory work, and the results of an experiment are described in the volume, with suggestions for organizing and administering a supervisory program.

OPDYCKE, JOHN B. In the service of youth. Chapters on certain phases of the teaching of English in junior and senior high schools. With an introduction by William McAndrew. New York, Toronto [etc.] Isaac Pitman & sons [1928]. xii, 404 p. diags. 8°.

William McAndrew, who contributes the introduction to this book, states that the author has long been "a consistent apostle of flexibility

and adjustment" in the schools, and that his professional creed for years has been "to prefer boys to books, serve children rather than curriculums, and be an interested and interesting companion and guide to every youth sent to him." The book represents an attempt to present methodology for teaching English in junior and senior high schools. The subject has been developed in five parts, or "phases," viz, Personal phases, Craftsmanship phases, Cultural phases, Social phases, and Technical phases. The author gives practical help to the teacher by outlining several courses of 30 lessons each for junior and senior high schools, in literature, composition, and literary appreciation.

PAYSON, VERA M. and HALEY, ALICE H. Adult education in homemaking. New York and London, The Century Co. [1929]. xvii, 251 p. diags. 12°. The Century vocational series, edited by Charles A. Prosser.)

This volume is the first of a number of publications on adult education which will appear in the Century vocational series. Homemaking is the first subject chosen for the series as it is the occupation followed by the largest number of adults, 25,000,000 being so employed, according to the editor in his foreword. The study is intended for the teacher, also as a basis in training teachers, and for the administrator of public-school systems in which this form of education is included in the system. Leaders of adult education might acquaint themselves with opportunities in the field of homemaking from reading certain chapters. The purpose of the study is to teach homemaking to adults, and the principles and methods for so doing are presented.

RAINEY, HOMER P. Public-school finance. New York and London, The Century Co. [1929]. xix, 385 p. tables, diags. 12°. (The Century education series.)

Arresting facts and figures are presented in this volume, which show that public-school finance is a matter of the outstanding importance. From one-fourth to one-third of the entire taxes paid by many communities is for education, the author states. Suggestions are given for putting the business organization of a school system upon a business basis, and the routine problems of school bonds, budgets, school publicity, financial policies, etc., are dealt with. A technique has been developed for studying comparative cost units, giving a workable system of estimating the growth in school enrollment, and the extent of future financial commitments. The study represents an effort to furnish reliable elementary training in school finance for school administrators and executives.

ROCHESTER. BOARD OF EDUCATION. The work of the public schools, Rochester, N. Y. Rochester, N. Y., The Board, 1928. 612 p. illus., front., tables, diags. 8°.

This survey presents one side of the investigation of the work of the Rochester schools, namely, educational activities. That of administration and organization will be published later. Investigations were made of the fundamental subjects of the curriculum; and in addition to these, health and natural science, social and civic studies, the fine and practical arts, elective subjects, specialized activities, child accounting, and teacher training were included. The work of the survey was carried on by the teaching and supervisory force of Rochester, with the cooperation and advice of outside specialists, among them Dr. H. C. Morrison, Dr. Judd, Dr. Jesse H. Newlon, Dr. Buckingham, Dr. Leonard, and others.





## EDUCATION IS A METHOD OF HARMONIZING SCIENCE AND DEMOCRACY

**T**HE necessity of wise leadership selected by democratic processes becomes a paramount need. The day of the expert is here. The man who knows must be recognized and used. The universities are training experts in various fields. Their knowledge must serve the common cause. They must not only know their business but they must view themselves as contributors to humanitarianism and as members of the great team of the human family. The simple days are gone. Our social machine is now complex, complicated, and full of a myriad of essential details. It can go wrong in a multitude of ways, but it can be made to go right if each does his share. Education is a method of binding the new to the old and of harmonizing science and democracy. A people must know just as an individual must know the facts to be safe in a world of harsh reality. The great experiment is on. Modern civilization is building a world structure interlocked economically and with all kinds of interrelations and intercommunications. Human beings are sensing their part in a world citizenship.

—RAY LYMAN WILBUR





COMPLETE UNIVERSALITY OF EDUCATION  
IS OF VITAL CONCERN TO THE NATION

**A**LTHOUGH education is primarily a responsibility of the States and local communities, and rightly so, yet the Nation as a whole is vitally concerned in its development everywhere to the highest standards and to complete universality. Self-government can succeed only through an instructed electorate. Our objective is not simply to overcome illiteracy. The Nation has marched far beyond that. The more complex the problems of the Nation become, the greater is the need for more and more advanced instruction. Moreover, as our numbers increase and as our life expands with science and invention, we must discover more and more leaders for every walk of life. We can not hope to succeed in directing this increasingly complex civilization unless we can draw all the talent of leadership from the whole people. One civilization after another has been wrecked upon the attempt to secure sufficient leadership from a single group or class. If we would prevent the growth of class distinctions and would constantly refresh our leadership with the ideals of our people, we must draw constantly from the general mass. The full opportunity for every boy and girl to rise through the selective processes of education can alone secure to us this leadership.

*From Inaugural Address of Herbert Hoover,  
President of the United States.*



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# SCHOOL LIFE

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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Bureau of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. Laura Underhill Kohn and Mrs. S. M. N. Marrs, the achievements of the National Congress of Parents and Teachers are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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No. 9

## Organizations Have Placed Parent Education Upon Substantial Basis

*Advice of Medical Experts and Specialists Eagerly Sought. Federal Government Making Effective Contribution of Service. Important Work Promoted by Great Educational Foundations. Universities Offer Courses to Parents in Residence and by Radio. Study Groups of Parents Pursue Carefully Planned Courses of Reading*

By ELLEN C. LOMBARD

*Assistant Specialist in Home Education, Bureau of Education; Chairman of Home Education, National Congress of Parents and Teachers*

TRADITIONAL EXPEDIENTS, old wives' prescriptions, and superstitions of past generations do not satisfy modern parents in meeting the emergencies of present-day situations. New methods are advanced for almost everything in what old-time mothers considered their own particular field. There is now no cradle to rock; soothing sirups, pacifiers, and a host of other things are taboo, and the child, instead of being cramped by restraints and prohibitions, must now be encouraged to self-expression.

It is to experts that up-to-date parents now look for advice, either through personal consultation or through the use of approved books, even when there are no immediate problems. That an open-minded attitude is gradually being developed in fathers and mothers is due to a great many influences, prominent among which are the parents' organizations. These organizations exist on a large scale. They have effective programs of child welfare, and they organize reading and study circles for the better understanding of their problems.

### *Trustworthy Information Is In Demand*

An insistent demand, covering many years, has been made by parent groups for trustworthy information on young children and for opportunity for scientific study. Organizations of parents knocked long at the doors of the great educational institutions before they were successful in obtaining a hearing. In many States they are still unsuccessful. This is a challenge to them to show the sincerity

of their motives and their determination. They have aroused public opinion in favor of education for their problems. The expedients which have been made available, however, have been largely experimental or in the nature of demonstrations.

The Federal Government early responded to the demands of parents. Outstanding contributions have been made through programs of service to parents and to the home through several of its departments.

### *Mothers' Instructed Concerning Child Life*

The needy, the dependent, the underprivileged child, and the child in industry have been subjects of study by the United States Children's Bureau, which has furnished reliable data in many valuable publications. The contributions made over a period of 15 years by this governmental agency include instruction to mothers in the fundamentals of child life to awaken in them a consciousness of the need of better care for infants and of more expert advice on the problems of maternity; child-welfare programs; health conferences; campaigns to focus public attention upon the child and its needs; research studies and investigations in industrial, juvenile, and family problems, child hygiene and infant mortality.

Another governmental agency which has made important contributions to child welfare and to social hygiene work is the United States Public Health Service. Its publications on the Care of the Baby, the Wonderful Story of Life, Sex Education in the Home, etc., have been widely distributed.

Education of parents and better home education of children were contemplated

by the United States Bureau of Education when, in 1913, a service of home education was instituted in cooperation with the organized parenthood of the United States. The bureau has from the beginning aided parents to further their education at home; it has conducted home reading courses; it has held conferences and made studies of parents' organizations; it has promoted the establishment of cooperative relations between agencies which seem to be capable of making a genuine contribution to parent education; it has assisted in formulating a program of cooperation in home education which was developed and adopted by the National Committee on Home Education, consisting of representatives of the National University Extension Association, the American Library Association, and the National Congress of Parents and Teachers.

### *Universities Adopt Bureau's Reading Courses*

Extension divisions in 16 universities and in 1 State department of education have adopted the reading courses of the Bureau of Education and some of them grant certificates for the completion of a certain amount of work. The University of Arkansas, for example, has adopted this program and is just establishing two credit courses and other courses in cooperation with the State Congress of Parents and Teachers.

A study of the progress of parent education and of current publications on this subject is now under way in the Bureau of Education. Other projects include the preparation of educational materials for parents; cooperation with other agencies in the formulation of programs for parent



education; and the issue of monthly parent-education letters.

The Department of Agriculture has for a long time carried on a project for the improvement of home conditions of families in rural areas. It has made researches and demonstrations through its extension and home economics service, has developed many labor-saving devices for conserving the time and energy of housewives, and has organized projects for boys and girls. Many bulletins and leaflets of this department treat subjects of importance to the family, especially those dealing with the preparation and cooking of meats, designing and making rompers and sun suits, and other subjects of value to mothers.

#### *Research Experts Studying Young Children*

Time was when a psychologist was courageous indeed who dared challenge public opinion to the extent of confining his studies to the very young child. Today research experts are studying the child from all points of scientific approach, and the trend is toward the coordination of all forces engaged in the study of various aspects of human growth and behavior. And parent-child relationship is a branch of child study.

The layman must be constantly reminded that scientific data are made available to the public only after long periods of testing and experiment and that results in this field are slow in seeping through to the individual parent.

It is of considerable moment to parents and to teachers that in 1924, by the appropriation of nearly a half million dollars, the Laura Spelman Rockefeller Memorial aided the child study movement in four types of activities: (1) Scientific research in child development and parental education; (2) the preparation of reading material; (3) the training of leaders for child study; and (4) experiments and demonstrations in the practical organization of parent and teacher groups for the study of child life and child welfare.

#### *Large Sums Devoted to Child Study*

Part of these funds was made available for research activities in a 5-year period at Teachers College, Institute of Child Welfare Research, Columbia University. For the preparation of teaching materials on child study \$124,000 was made available over three years to the Child Study Association of America, which works in cooperation with Teachers College; and a fund was granted for three years to the American Association of University Women for child study. Research, training for leadership, and the preparation of teaching material constitute the principal objects for which these several grants were made. During 1925, funds amounting to \$787,000 were granted to the

University of Iowa, the University of Minnesota, Yale University, the Bureau of Educational Experiments in New York City, McGill University, and the University of Toronto.

For the study of problems related to parental instruction, funds were granted by the same foundation to the Iowa State College of Agriculture and Mechanic Arts, to Cornell University, to the State College of Agriculture and Mechanic Arts of the University of Georgia, and to the American Home Economics Association. Funds for fellowships in research in child development and for instruction in methods of parental education, to be administered by the National Research Council, stimulated the enrollment of graduate students in universities offering this work.

#### *Important Movements Have Been Stimulated*

Funds mentioned in the foregoing have been augmented in various ways from year to year. Only sufficient details are here presented to show the purposes and trend of the movement that had impetus under these funds.

The application of clinical methods to the study and treatment of children presenting problems of behavior and personality has been promoted by child guidance clinics under funds granted by the Commonwealth Fund of New York, which amounted to more than a half million dollars during 1927. There is a growing feeling that these centers should be considered as community projects with which every local health, social, and educational agency should be coordinated. Fellowships established by this foundation are administered by the New York School of Social Work, Smith College School for Social Work, and other institutions. The result of a study of parent-child relationship entitled "The Problem Child at Home," by Mary Buell Sayles, has been issued by the Commonwealth Fund.

#### *Courses for Parents by Radio*

A parents' course in health was broadcast from Columbia University, New York City, several years ago. Other institutions are using the air to carry their educational programs to the home. The University of Minnesota has just begun a weekly program for parents over the St. Paul and Minneapolis stations. An eight weeks' course for parents on "How to bring up children" is offered in a weekly radio service by the Ohio State University in its college of education. No fees are required and no credits are offered. In California some time ago a radio course in parental education was broadcast in which parent-teacher associations, the State department of education, and officials of the Oakland public schools cooperated. Children of pre-

school, school, and adolescent ages were discussed.

#### *Plans Made After State-Wide Survey*

Supported and promoted by the Pennsylvania State Department of Education, a state-wide 4-year program in parent education was worked out in 1928 by representatives from school boards, university faculties, social and educational agencies, and the National and the State Congress of Parents and Teachers. After a survey of parent education in the State, concrete plans were worked out for each year. The program selected for the first year, "The home background," has been issued by the Pennsylvania Congress of Parents and Teachers. It includes: (1) Some essentials in the home, (2) heredity, (3) environment, (4) the partners in parenthood, (5) partnership adjustment, (6) home organization, (7) health, (8) the intellectual setting. State-wide cooperative programs in parent education have been instituted also in California and in Ohio.

Universities and colleges are increasingly including courses in their summer sessions for individuals who desire to become leaders of groups and for parents concerned with problems of child development. The University of California has such courses at Berkeley and at Los Angeles. Research activities of universities in Iowa, Minnesota, Georgia, New York, Ohio, and Connecticut are producing data in the field of child welfare. Many of the scientific data are brought to public attention in scientific journals and books, but it is now possible to find many scientific books on child development written in terms that may be read and understood by the average parent.

#### *Parents' Organizations Emphasize Child Welfare*

The needs of parents have been perhaps best expressed by their organizations which have so grown from year to year that they are nearing, if not passing, the high level of a million and a half members. The National Congress of Parents and Teachers, instituted for child welfare and to support the schools and, through the association of its members, better to understand their common problems, creates a tremendous demand for service of high character. Through its preschool circles, study circles, departments, bureaus, and its committees on every subject that touches child life, it reveals the trend of its program. There is a gradual changing emphasis from the early money-raising activities to a program of serious study. This organization has recently called to its service some of the foremost educators to assist in formulating its program. Sixteen State branches have announced that courses in the technic of organization, development, and conduct of parent-



teacher associations will be offered in 1928-29 in university, college, or normal school in their respective States.

Outlines for study of child problems by groups of parents of preschool, grade school, or adolescent children appear in the *Child Welfare Magazine*, in monthly issues of State bulletins of parent-teacher associations, and in *Children*, the Magazine for Parents; outlines for correspondence courses are issued by the University of North Carolina, and a collection of 16 lessons on child care and training, containing discussions, questions, and bibliography, is issued by the Institute of Child Welfare, University of Minnesota. Six programs for study are issued by the Ohio State Department of Education.

#### *College Women Prepare Guidance Materials*

Guidance materials for study groups issued by the American Association of University Women are prepared for college-trained mothers familiar with the technical aspects of heredity, environment, mental and physical hygiene, and the emotional attitudes of children.

A manual for leaders containing suggestions for planning, organizing, and conducting study groups has been issued by the Child Study Association of America. This manual answers many of the questions that leaders are asked continually, such as: What shall we do first in organizing a group? How shall we plan a program? What is the procedure of a meeting? Where shall we get our material?

Practical aids to study groups of parents have been issued by the Child Study Association of America, entitled "Child Study Discussion Records" (development, method, techniques), and "Parents' Questions" (What shall I do?), "Guidance of Childhood and Youth," and "Outlines of Child Study."

#### *Programs Suggested for Study Groups*

The two reading courses of the American Library Association, *The Young Child*, and *Our Children*, and the course recently issued by the United States Bureau of Education, *The Whole Child*, suggest programs for study groups. The monthly parent education letters issued by the Bureau of Education are useful for the same purpose. The National Committee for Mental Hygiene issues leaflets on some of the common problems of childhood.

The formation and development of study groups of parents are reported to be the basic work of the Child Study Association of America which centers in New York City. To further its purposes the association arranges and conducts local and regional institutes, conferences and classes for training parents, and organizes study groups to provide centers for student practice in leadership. These groups

are connected with various organizations, such as parents' associations, neighborhood homes, health and welfare centers, and churches. It was reported that during 1927-28 more than 150 local child-study groups approximating 1,800 members were affiliated with this organization. Lectures, conferences, and training courses for leaders are also among its activities.

#### *College-Trained Mothers Are Organized*

The American Association of University Women has for one of its major projects the organization of study groups of college-trained mothers of preschool children. A service consisting of outlines, bibliographies, and other aids has been furnished, and this association reports during two years the organization of 224 groups for the study of the preschool child and 77 groups for the study of elementary education of the schools.

Another organization, the American Home Economics Association, has made an excellent contribution to the movement in child development and parental education through its study of child development work in day, part-time, and evening classes of public schools. The results of this study were published with the title, *Child Care and Parental Education in Home Economics*. The United States Bureau of Education issued a similar document entitled, *Typical Child Care and Parenthood Education in Home Economics Departments*. A Survey of Public School Courses in Child Care, for Girls, was issued by the Merrill-Palmer School of Detroit. These publications offer excellent authoritative material in the fields indicated by their titles.

The movement for the education of parents has been supported by many organizations which strive to build better citizens by furnishing parents with reliable data in mental, physical, and social aspects of human life. *Save the Babies* is the title of a publication of the American Medical Association which has guided many a puzzled mother. *A Child is to be Born*, and *Training the Child to Obey*, are among the recent publications which this association offers to parents.

#### *Need of Child Study Is Recognized*

The health surveys, conferences, and other activities of the American Child Health Association have quickened public consciousness to a realization of the need of scientific study of the physical condition of the child. *The Baby in the House of Health*, *The Expectant Mother in the House of Health*, *The Runabouts in the House of Health*, *Study Outline of the Preschool Child*, and much other material helpful to parents as well as teachers have been issued by this organization.

Work in social hygiene by the United States Public Health Service has been

augmented by the cooperation of the American Social Hygiene Association which through its departments of public information, education, recreation, protective, legal, and medical measures furnishes a service of far-reaching importance. It has a cooperative program which touches all agencies dealing with social hygiene.

Less attention was given at first to the normal child than to the child who was in need of special protection. Until recently but few books dealt adequately with the problems of parents of normal children, and some of these were either expressed in such scientific terms as to discourage the average parent reader, or were oversentimental. To-day, numerous publications describe scientific studies in the field of the development of the normal child, and many of them are expressed in nonscientific language.

Among the recent books are: *Infancy and Human Growth*, by Arnold Gesell; *The Child and Society*, by Phyllis Blanchard; *The Child's Religion*, by Pierre Bovet; *The Problem Child in the Home*, by Mary Buell Sayles; *Psychological Care of Infant and Child*, by John B. Watson; *Living With Our Children*, by Lillian M. Gilbreth; *Parent Education*, edited by Richard Olding Beard; *The Young Child and His Parents*, by Josephine C. Foster and John E. Anderson; *Social Problems of the Family*, by Ernest R. Groves; *The Inner World of Childhood*, by Frances G. Wickes; *The Tired Child*, by Max Seham and Grete Seham; *Parents and Children*, by Ernest R. Groves and Gladys Hoagland Groves.



### Virginia Schools Are Making Good Progress

School property in Virginia increased nearly \$6,000,000 during the year ending June 30, 1928, according to recent report of the State department of education. Enrollment increased approximately 4,500, from 549,317 to 553,717; and a gain of nearly 9,000 was made in average daily attendance. Enrollment in accredited high schools increased 3,722, from 59,323 to 63,045. In length of school term a gain of three days was made, which is considered an unusual increase in one year. During the year a decrease in the number of 3-teacher high schools was effected with a corresponding increase in the number of schools having four teachers or more. Progress was reported in the organization and operation of school libraries, which now contain approximately three-quarters of a million books. Total expenditure for the year was \$25,602,134, a sum slightly less than that expended during the preceding year.



# Opportunity School Provides for Handicapped Children of Many Types

*Philanthropy of Dr. and Mrs. D. W. Smouse Has Supplied Appropriate Instruction Under Favorable Conditions for Children of Des Moines Who Suffer from Physical Defects. Important Item of Equipment is Hydrotherapeutic Tank, Which Enables Crippled Children to Have Exercise in Water. Ramps and Elevators Supplement Stairways. Wholesome Nourishment is Provided*

By J. W. STUDEBAKER

*Superintendent of Schools, Des Moines, Iowa*

THE happiest and most significant event in the school history of Des Moines was experienced March 5, when Dr. and Mrs. D. W. Smouse, of Los Angeles, presented \$250,000 to the Independent School District of Des Moines, Iowa, for the erection and equipment of a school for crippled and otherwise handicapped children.

The funds are already available and construction will begin about the middle of July. By the beginning of the next school year, September, 1930, the school will be ready for occupancy and for the first time the handicapped children in Iowa's capital city will be housed in a building especially arranged to meet their needs and scientifically equipped to cover the requirements necessary for the successful teaching of children of their varied types.

## *Building in Beautiful Wooded Tract*

The building will be known as the David W. Smouse Opportunity School. It will be located on a beautiful 10-acre wooded tract owned by the district adjoining the Callanan Junior High School grounds.

Plans call for a structure approximately 220 feet by 70 feet with a wing in the rear to house a cafeteria on the first

floor and a combined gymnasium and auditorium on the second floor. It will be finished in face brick with white stone trim. The building will be two stories high with the roof space to be utilized for open-air classes and sun rooms. A special feature will be the installation of ramps and an elevator to supplement the stairways, which some types of handicapped children find it difficult to use.

## *Everything for Efficient Service is Provided*

The first floor will include a sight-saving room, a sewing room, a cooking room, a lunch room and kitchen, two work shops for manual training, three classrooms for crippled children, a hydrotherapeutic tank, a massage room, and an administration unit. This unit will provide for a principal's office, a waiting room, a doctor's examination room, and nurses' quarters.

The second floor will provide space for two classrooms for the hard of hearing, one for speech defectives, one sight conservation room, one art room, one commercial education room, and the combined gymnasium and auditorium with lockers and showers.

Three open-air classrooms will be located on the roof with two rooms for sun baths where the children will be able

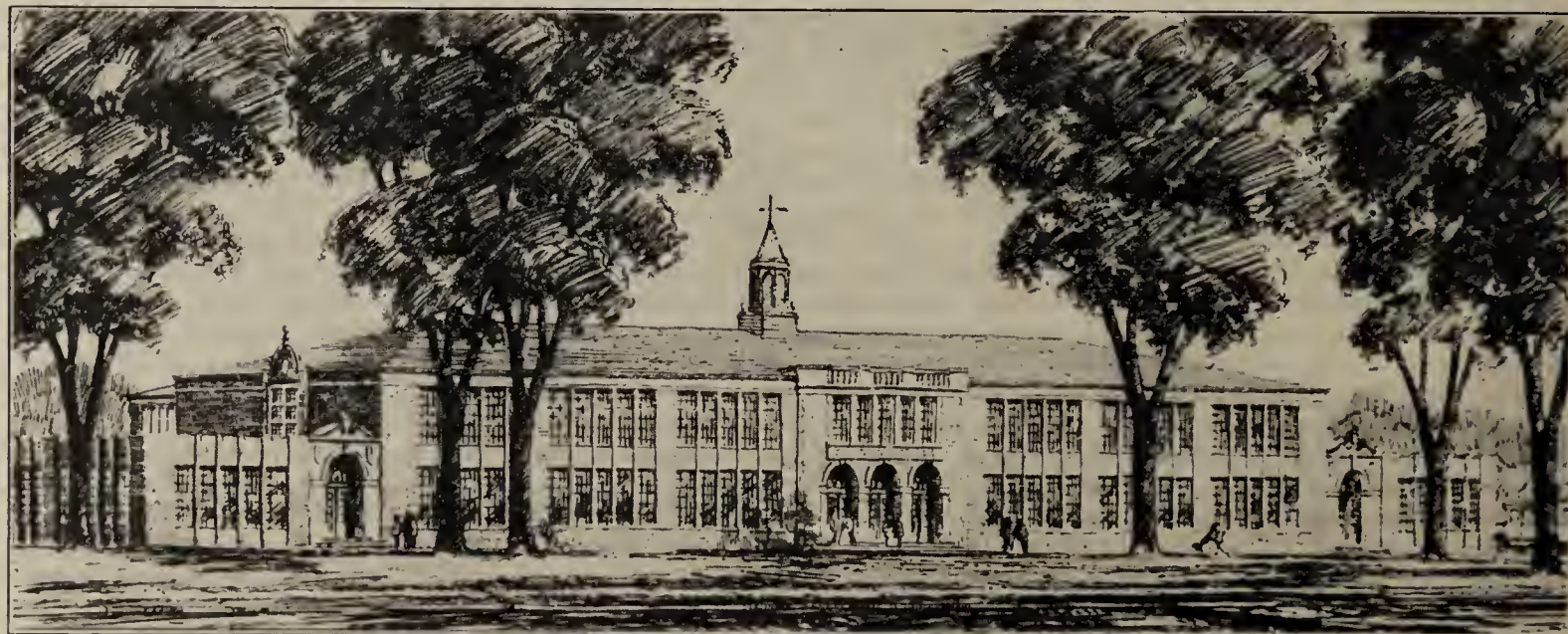
to rest or sleep. The remainder of the roof space will be utilized for play rooms where the youngsters can play in unfavorable weather. The roof will be served by the stairways, ramps, and elevator.

The children who are unable to use the stairways at first will be encouraged to attempt the more difficult ways of ascent later on. One of the objects of the school will be to influence the children to become as independent and self reliant as possible, for practically every pupil in this special school will at some time present a vocational problem. One of the aims of the school will be to discover the vocational aptitudes of the children enrolled so that they will be able, ultimately, to earn their own living.

## *Children Led to Forget Their Limitations*

With proper supervision and training they can be taught to consider their possibilities and forget their limitations. They must be taught to challenge the difficulties that arise and conquer them to the best of their abilities. They must be led to understand the problems to be met in their competition with normal workers in the various fields of endeavor.

Almost all the children, crippled or otherwise handicapped, suffer from mal-



Architect's drawing of the David W. Smouse Opportunity School



nutrition. Special emphasis will be placed, in the new school, on suitable diets, and a schedule will be worked out definitely for each child. The food served in the cafeteria will be carefully chosen to fit the needs of the children. It has been demonstrated that with the combination of proper food well served and the uplift of morale following the small successes experienced by the pupils in their daily school work, the general physical condition of handicapped young persons improves remarkably. One of the most important functions of this school will be to raise the morale of the handicapped children through various devices of work and play until self-confidence is restored and faith in their own abilities is established.

The hydrotherapeutic tank will be one of the most valuable items of equipment.

Many children are unable to exercise in the ordinary way. But these children, immersed in the tank and supported by the buoyancy of the warm water, are able to accomplish arm and leg movements impossible otherwise.

An important phase of the administration of the school will be the organization of the parents into groups to meet at regular intervals to discuss the numerous problems of home and school activities concerning the welfare of their children. Proper dietary requirements for handicapped children will be studied and discussed with the assistance and advice of the school doctors and nurses.

Careful explanation and demonstration will be offered to parents of exercises that can be given to individual children in the homes to supplement those given at school. A thorough under-

standing of the objectives and the methods of attaining them will be the aim of these conferences with parents, so that every factor in the training of handicapped children at home and at school will be coordinated into a progressively satisfactory and clearly defined result.

Children eligible to attend the school are classified into the following groups: Cripples and those suffering from cardiac troubles, 70; children in need of sight conservation, 25; deaf, 25; hard of hearing, 30; children suffering from speech defects, 30; anemic and nervously unstable, 100.

Only about one-third of the students needing specialized teaching are now accommodated in the special classes in Des Moines. Sight-saving classes are held for a few children at Washington Irving Junior High School. Twenty crippled children are cared for at West Junior High



Here are a dozen handicapped children of the types to be cared for in the David W. Smouse Opportunity School. From left to right these include:

1. A victim of paralysis, wholly unable to walk. He uses a low chair equipped with casters so that it can be pushed from room to room.
2. This lad is hard of hearing. He is learning lip-reading while he is young so that his handicap will not be so noticeable later on. He was unable to make progress under regular school conditions but is doing well in a special class.
3. Although this girl's right leg is in a cast from her hip to her ankle, she is able to continue her education with the aid of a special chair. The seat is partly cut away so that the stiff leg is accommodated with the maximum of comfort. The desk facilities offered by this piece of furniture are unusually complete.
4. A victim of spastic paralysis. This child has little control of her muscular movements and would find attendance at regular school impossible.
5. Infantile paralysis has left its mark on this lad who must spend his days in a wheel chair. He is brought to school in the bus and transferred to the chair at the door. He would have no chance for education without the special facilities and the transportation.
6. The morale of this little girl with spinal curvature was greatly strengthened by her enrollment in a special class where she meets other children and gets the attention she deserves.
7. This lad suffers from malnutrition. Regular rest periods and well-planned lunches at school have done much for him.
8. Here is a lad with progressive nearsightedness. Unless his sight is conserved he will become blind. This boy is an honor student in his school and is up to grade in spite of the handicap. The failure of his sight would be a distinct loss to the community.
9. This boy with a serious speech defect has an intelligence quotient of 140. He has a brilliant mind. With special attention he is making marked progress.
10. This youngster is a cardiac case. He needs supervision so that he will not exercise unduly, walk up and down stairs, or otherwise strain a weak heart. His physician will not permit him to attend regular school.
11. A heavy cast interferes with this little girl's walking and makes it impossible for her to sit in a standard seat in a regular school. Without special facilities she would have to remain at home.
12. The physical condition of the little girl on the cot is such that she is unable to remain in school all day without rest. With a change in outlook and with hope ahead, her general health is steadily improving.



School. They are transported in a bus presented to the district for this special use by the Junior Social Service League. Fifty children are enrolled in open-air classes for anemic, nervously unstable, and those with heart difficulties.

A group of 23 deaf children are taught at Saylor School. Itinerant teachers give instruction in lip reading to hard-of-hearing pupils and to those with speech defects.

An audiometer test was recently made of the Des Moines children to determine the extent of deafness in the schools. Thirty-two children can be tested at one time with this machine. Out of the 7,000 pupils tested, 60 were found to need definite attention. Of this number 30 were



Alice is a victim of infantile paralysis

found to need specialized school care. The remaining half can be cared for by visiting teachers. Some of the children who were found to be deaf had been unfairly branded as stupid because they were far behind in their classes. With special attention many of these deaf children will be able to keep up with their class work.

Doctor and Mrs. Smouse, donors of this remarkable gift, lived in Des Moines for many years. When Doctor Smouse was a young physician, only a few years out of college, he came to Des Moines to establish a practice. He was married soon after. He says that at the time of the nuptials neither he nor his bride had enough money to purchase or build a

home. The fortune from which they so generously gave for the handicapped children was built up by hard work and economy over a long period of years.

Many discouraged young medical students have been able to finish their schooling because of the timely aid of Doctor Smouse. Hundreds of patients, unable to pay for his services, have been given expert attention free of charge. In many instances Doctor Smouse extended to them direct financial aid not only to carry them through the crisis of illness but to tide them over until they were able to return to their jobs.

#### *Consummation of a Sympathetic Habit*

The consummation of this sympathetic habit of sharing the profits of their labors with the needy came with the presentation of the quarter of a million dollars to Des Moines for the erection of the school for handicapped children.

Crippled children and those handicapped in other ways who will be students in this school expressed their appreciation of the gift as no other group was able to do, for they knew from unhappy experiences just how much such a school is needed and what it can do for underprivileged children.

Educators everywhere will be interested in the precedent established by Doctor and Mrs. Smouse in presenting this particular type of school to a city system for the direct purpose of providing equal educational advantages for children unable to obtain them through other means.



#### **Labor Unions Sponsor Adult Education**

Nearly a dozen trades and crafts were represented in the second annual "labor college" held recently in the senior high school of Appleton, Wis. About 30 pupils were enrolled, ranging in age from 26 to 61 years. Two-hour sessions were held each Thursday evening over a period of four weeks. The college is sponsored by the Trades and Labor Council of Appleton and is supported by fees of those enrolled for the course and contributions from local unions. The course comprises four separate units, and includes parliamentary procedure, uses of a modern library, speech problems, and everyday English. Among those enrolled for the course were a member of the city board of education, a member of the library and health boards, a State senator, and a recent candidate for the office of district attorney. Organization of the short-term "labor college" is part of a nation-wide movement, and it is stated that plans contemplate the holding of about a hundred similar schools in the United States.

#### **New List of Accredited Secondary Schools**

The new list of accredited secondary schools of the Association of Colleges and Secondary Schools of the Middle States and Maryland will be published January 1, 1930. Schools which have not been accredited and desire to be considered for inclusion in this list must apply to the commission on secondary schools before September 15, 1929. Application blanks have been sent to all schools in the territory whose names do not appear on the present list. The territory includes New York, New Jersey, Pennsylvania, Delaware, Maryland, the District of Columbia, and the Panama Canal Zone. Schools having the following types of grade organization are considered: Grades 7 to 12, 9 to 12, and 10 to 12.

The standards for secondary schools adopted by the association furnish the principal basis for consideration of schools, but all available facts are taken into consideration.

#### *State Committees Do Preliminary Work*

As a means of establishing local contacts and facilitating the work of accrediting the commission has established a system of State committees to act in an advisory capacity. Each State committee consists of a public secondary school principal, a private secondary school head master, a representative of the State department of education in charge of secondary schools, a registrar or director of admissions in a higher institution, a professor of secondary education in a higher institution, the resident member or members of the commission, and the chairman of the commission. These State committees meet early in October of each year to examine the information submitted by schools in their respective States applying for inclusion on the list, and recommendations to the commission are made. The commission meets in November and takes final action on the application of each school. The names of the newly accredited schools are read at the annual meeting of the association at the end of November and included in the list published on the 1st of January of the following year.

Inquiries concerning accrediting should be addressed to E. D. Grizzell, chairman, commission on secondary schools, Bennett Hall, University of Pennsylvania, Philadelphia, Pa.



Seventy-five thousand employed boys 14, 15, and 16 years of age attending continuation schools in the State of New York earn more than six times as much in a year as it would cost the State if they were in attendance upon full-time school.



# Naturalization Proceedings in Appropriate Surroundings

*Philadelphia Chamber of Commerce Instrumental in Providing Environment That Will Impress Prospective Citizens With Importance of Their New Obligations. Patriotic Societies of City Cooperate by Contributing to the Cost*

By EDWIN E. BACH

*Assistant to the Secretary, Philadelphia Chamber of Commerce*

IN THE process of naturalization judges of the United States District Court are now authorized by law to appoint persons to examine prospective citizens as to their knowledge of the Constitution and their qualifications for American citizenship. Two witnesses are examined as to the character of the prospective citizen. The recommendation of the examiner is accepted by the court as to whether the applicant for citizenship should be granted his citizenship papers. The only remaining duty of the judge is to call to his court the applicant who has passed the examination and administer the oath of allegiance to the United States Government and accept his renunciation of allegiance to the sovereign of the government of which he was formerly a citizen. During the examination by the examiner the prospective citizen and his two witnesses are the only persons in the room.

This procedure supersedes the former plan by which the judge called before him the prospective citizen and his character witnesses and interrogated them in a brief way and then granted citizenship to the applicant if the replies to his questions were satisfactory. Those interested in the naturalization of foreign-born persons were elated at this new plan and were anxious to see it put in operation. It was discovered that in Philadelphia this important function was performed in a very small room, crowded with filing cases and resonant with the clicking of typewriters.

The Americanization committee of the Philadelphia Chamber of Commerce was of the opinion that high ideals of American government could not be established

effectively in the minds of prospective citizens in such environment; and they proceeded at once to change the condition.

The custodian of the Federal building was urged to furnish new quarters and to ask for bids for remodeling and equipping the new citizens' court. This was done, and the Americanization committee of the Philadelphia Chamber of Commerce agreed to do the work for \$1, though the actual cost was nearly \$4,000. Leading patriotic societies of Philadelphia which have as their main purpose the protection of the rights of the American citizen, as well as the support and advancement of democracy in this great Republic, assumed their proportionate financial share of this burden.

## *New Court Dedicated with Ceremony*

The new citizens' court was dedicated on February 14, 1929. Hon. James J. Davis, Secretary of Labor of the United States, was present to receive it on behalf of the Government from Philip H. Gadsden, president of the Philadelphia Chamber of Commerce, representing the Americanization committee and the contributing patriotic societies. This occasion marked the consummation of the project through the fine cooperation of the patriotic societies of Philadelphia and the chamber of commerce.



The New Citizens Court of Philadelphia was provided by the efforts of the Chamber of Commerce



# Use of Standard Tests in 72 Published School Surveys

*Arithmetic and Reading the Subjects in Which Tests Are Most Often Used. General Intelligence, Spelling, and Penmanship Are Next in Frequency. No Other Subject Tested in Half the Surveys*

By WALTER CROSBY EELS

*Associate Professor of Education, Leland Stanford University*

AN EXAMINATION of some 200 published reports of school surveys available in the library of Stanford University showed that 72 of these made more or less extensive use of standard intelligence or achievement tests. Some of the reports were of building surveys or dealt with other special phases in which tests were not required. The dates of publication of the 72 tests varied from 1914 to 1928, more than a quarter of them being published during or since 1925. State, county, and city surveys are all included, with city surveys predominating.

## *Reports Analyzed by Graduate Students*

Each member of a recent class in educational tests and measurements was assigned one of these reports for study and analysis of the test program reported therein. One phase of this investigation is of sufficient interest and importance to warrant summarization, namely, the frequency with which various school subjects were tested and the particular tests most often used.

The frequency with which the different subjects were tested is given in the table below. Some duplication is found, especially in the first two entries, as indicated by the fact that 88 surveys are listed as reporting the use of arithmetic tests. This shows single surveys used two or more different arithmetic tests. For example, some used a computational test and also a reasoning test. A similar duplication is found in reading where oral and silent reading tests were both used in the same survey, or different reading

tests in different grades. Most of the duplications occur in these two subjects.

As might be expected, the greatest emphasis according to this method of judgment has been placed upon the two fundamental subjects, reading and arithmetic, followed by general ability or intelligence tests. Spelling, handwriting, and English composition come next in frequency, partially of course because scales for these subjects were devised so early in test history, and partially because of the ease of administration. Scoring is more difficult in the handwriting and English composition tests, and somewhat subjective, but in spite of these limitations they have been used in about half of the surveys studied. Latin and algebra lead among the distinctively high-school subjects, while the sciences and modern languages were seldom measured. History and geography seem scarcely to have received the emphasis that they deserve.

## *Comparison with Composite Expert Judgment*

It is of interest to notice the tests most frequently used in the different fields, and to compare them with the composite opinion of a group of expert judges as to their respective merits. In his recent book on "Interpretation of Educational Measurements," Dr. T. L. Kelley reported the individual and composite judgments of seven men "of broad training and experience with either intelligence or achievement tests or both" who were asked to rank a large number of standard tests in the different fields "for general excellence for individual measurement." While this is not the same criterion as for general group measurement in a school survey, it will be instructive to see to what extent actual survey use does agree with this composite judgment expressed from the standpoint of individual use. The seven men included as judges were Raymond Franzen, Frank N. Freeman, William A. McCall, Arthur S. Otis, Marion R. Trabue, Martin J. Van Wagenen, and Truman L. Kelley. The classification of tests ranked by these judges does not always agree exactly with that given in the table above, but usually satisfactory comparisons are possible.

In arithmetic the different Courtis tests are most frequently reported, being used in a total of 26 surveys. Next come the Woody scales (15), the Stone reasoning test (12), Woody-McCall mixed fundamentals (10), Cleveland survey (6), Monroe (5), and Buckingham scale (4). Ten others are mentioned once each. The seven judges place the Buckingham scale highest, but it has only been occasionally used in surveys. On the other hand they place the best Courtis test twelfth and the Stone test nineteenth in a list of 22. Expert judgment and actual use seem to show a negative correlation in this case. The judges, however, place the Woody scales second and the mixed fundamentals third, very close agreement with practice.

## *Thorndike-McCall Scales Frequently Used*

In reading the most frequent use is accorded the Thorndike-McCall scales, which were used in 19 surveys and also given first rank by the judges. Monroe's silent reading test comes next (11), ranked fifth by the judges; then Haggerty's sigma examinations (10), ranked third by the judges; Trabue-Kelley completion tests (7); and 17 other reading tests used in a smaller number of cases.

Seventeen different intelligence tests were reported as used in 54 surveys. The highest number was 12 using the national intelligence tests which were also given first place among elementary school tests by the judges. Next is found the Haggerty intelligence examination (7), which is also ranked second by the judges. Among those of high-school rank, the Terman group test is easily first, with nine schools reporting it. This also agrees with the judgment of the judges who rank it first in the secondary school field.

In the group of spelling tests those based upon the early Ayres scale of 1915 take first place, reported as used in 28 surveys. The Buckingham extension of this scale comes second with 11. These two scales are ranked sixth and fifth, respectively, by the judges. They give first place to the more recent Morrison-McCall scale, which is reported as actually used in only five of the surveys. Three other spelling tests were used.

## *Usage Agrees with Experts' Opinions*

In handwriting the agreement of judges and of usage is much closer—first, second, and third places all agreeing in both cases. The Ayres' handwriting scale (Gettysburg edition) stand first (18), closely followed by the Thorndike scale (16), while the Freeman diagnostic chart is a poor third with three surveys in which it was used.

In English composition the Nassau County supplement to the Hillegas scale was used in 17 cases, and the original Hillegas scale in 6. Third place is occu-

Subject tested	Surveys in which reported
Arithmetic.....	88
Reading.....	86
General intelligence.....	54
Spelling.....	50
Handwriting.....	41
English composition.....	30
English grammar and literature.....	24
Latin.....	18
Algebra.....	17
History.....	11
General achievement batteries.....	11
Geography.....	6
French.....	4
Physics.....	3
Geometry.....	2
Spanish.....	2
Chemistry.....	1
General science.....	1
Mechanical ability.....	1



pied by the Hudelson English composition scale, used in 4 cases. The judges give first place to the Hudelson scale and second to the Nassau County supplement.

In English grammar, form, and usage there is wide variability between a dozen different tests, the Charters' diagnostic language test standing first, but used in only five surveys.

In Latin the Henmon test was used in more than half of the surveys reported (10 of 18). Six others were used in one or two cases each. Henmon was first choice of the judges.

In algebra the Hotz algebra scales had almost a clear field, being used in 15 of the 17 cases found where an effort was made to measure algebraic ability. This also agrees with the ranking of the judges who placed it first.

The Van Wagenen history scales take first place in the history field, being used in 7 surveys, with 4 others reported once each. The judges placed these scales first.

Of 4 or 5 general achievement tests available the only one at all extensively used was the Stanford achievement test, used in 10 surveys. The judges also placed it first among the batteries of achievement tests for elementary schools.

In geography the field is divided among 5 tests in the 6 surveys where this subject was tested, the Buckingham-Stevenson test being used twice.

In physics, chemistry, and general science 5 different tests were used in 5 different surveys. French and Spanish tests were also scattered.

#### *Substantial Agreement with Numerical Evidence*

On the whole, in spite of notable exceptions in some of the earlier tests, the composite judgment of the 7 judges is in rather close agreement with the numerical evidence of relative frequency of use in these 72 representative school survey reports.

A study was also made of the proportion of the published surveys devoted to reporting the results of the testing programs. The average space used for this purpose was 17.8 per cent, varying from 2 to 51 per cent. In almost half of them the percentage varied from 15 to 25 per cent. No marked difference in relation to time was noticed from this standpoint. The groups of reports were divided into four approximately equal groups in order of publication. For the earliest period, prior to 1918, an average of 13 per cent of the reports dealt with tests; for 1918-1920, 21 per cent; for 1921-1924, 19 per cent; and for 1925-1928, 17 per cent.



A subsidy of 500 francs is offered to teachers who remain for at least two years in certain posts in the Department of Haute-Vienne, France.

## International Congress for Commercial Education at Amsterdam

By JOHN O. MALOTT

*Specialist in Commercial Education, Bureau of Education*

ELEVENTH International Congress for Commercial Education will be held at Amsterdam, Holland, during the first week of September, 1929, under the patronage of the Ministry of Foreign Affairs, the Ministry of Labor, Commerce, and Industry, and the Ministry of Education, Arts, and Sciences of the Netherlands Government. This Congress will be the first of the kind since 1913. Its purpose is to exchange ideas concerning outstanding problems in education for business and in the training of commercial teachers. Although the problems differ in the several countries, the free exchange of experience should be most beneficial.

The Netherlands Government has requested the other governments to submit suggestions for the congress program. The leaders in education for business in the various countries have prepared lists of topics that they consider most significant.

Meetings have been held in Washington, Chicago, and Detroit to discuss suggestions to be submitted by our Government. Representatives of the American Association of Collegiate Schools of Commerce, National Commercial Teachers Federation, Eastern Commercial Teachers Association, and of other organizations and of business establishments attended these conferences.

The program for the Congress is built around three keynotes, namely, the philosophy of commercial education; cooperation of commerce and industry with commercial education; and development of international trade and its effect on commercial education. Some of the leading topics to be discussed are: Bases of commercial education; relation of commercial education to general education; developments in education for business during the past 15 years; secondary commercial education; extension courses; evening courses; training business executives; student placement and follow-up; training by business firms; commercial teacher training; and international exchange of students undergoing business training. Some of these topics have been assigned to two or three delegates from as many countries.

The committee in charge of the congress has invited all persons interested in commercial education in the widest sense of the term to take part in this congress. They are counting upon the presence, not only of many men directly connected with

commercial training, but also of men in the commercial world itself.

The president of the congress announced recently: "The invitation of the Netherlands Government has been accepted by the Governments of China, Czechoslovakia, Denmark, France, Germany, Great Britain, Greece, Mexico, Paraguay, Switzerland, and Yugoslavia, all of which will send official representatives to the congress; we are relying on a favorable answer from Belgium, Hungary, Italy, Norway, the United States of America, and Spain."

For the entertainment of the delegates, there will be an official reception, dinners, and excursions. The official reception will be held on Sunday, September 1. The congress will be formally opened on September 2 and will last for four days. On September 5, following the plenary session, an excursion on the Zuider Zee will be conducted, unless the number and importance of questions to be discussed at the final session make this trip impossible. Places of interest in Amsterdam, Marken, and Volendam will be visited.

The Netherlands Government has granted a subsidy for the congress and will participate in its conduct. The chambers of commerce at Amsterdam and other cities, business men's organizations, business firms, and educational associations are defraying some of the expenses. A registration fee will be charged.

The first of the international congresses for commercial education was held in Bordeaux in 1886. During the 43 years since that date only nine such meetings have been held, the most recent one in Budapest in 1913. For a few years after the World War it was believed impracticable to try to organize other congresses. However, in 1926 a small group of leaders gathered in Zurich and laid the plans for resuming the conferences this year. Ordinarily the conferences have been held in the capitals of the European countries; none has been held in the United States.

The International Association for Commercial Education will be in close cooperation with the congress. The objective of this association is the improvement of commercial education in all countries, and it aids in organizing international congresses; establishing closer relations between all of the agencies interested; conducting a central office of information; and publishing bulletins regarding problems and developments in commercial education in the several countries.



## SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST  
By THE DEPARTMENT OF THE  
INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

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MAY, 1929

### No Danger of Too Many Educated Men

EDUCATION as an economic resource is a perennial subject of discussion, even in the year of our Lord 1929, and in the United States of America. The minds of the American people, however, are fully made up on the subject. They have learned by direct observation what may be expected of formal schooling, and they are demanding more and ever more of it. They are not moved by statistics or by the arguments of individuals, for their own experience convinces them. A mountain can not be overturned by a crowbar.

Persons of highly trained intelligence or of extraordinary native ability are not circumscribed by the limitations about those of lesser caliber. They may accept employment from others or they may create places for themselves as circumstances demand. Others are concerned with recorded facts that show what advantages may be expected from education of higher grade.

The census of 1920 reported 41,614,248 persons engaged in gainful occupations. The number in specified occupations indicates that at least 7,075,293 of those "positions" are worthy of being filled by persons with college training, and college training would be clearly advantageous to the persons in them. The number reported in professional service was 2,143,889, but some of the classes included in this category were omitted in making our estimate of 7,075,293. With growth comparable with the population this number should have been about 8,250,000 in 1926. Persons who have had college experience are probably fewer than 4,000,000, and undoubtedly fewer than 1,200,000 of them are graduates. We lack reliable data on these points. But there is no reason for alarm lest the number of trained workers become too great.

Furthermore, the demand for trained workers is not static. It is growing by leaps and bounds. Increased supply creates increased demand. When educated people are available employers are not content with lower qualifications. Doctors of philosophy are required in

places for which bachelors were formerly accepted; college men are sought for work in which high-school graduation was but lately sufficient; high schools, which give training equal to that of colleges of 50 years ago, are needed in preparation for duties once performed by persons with a modicum of education; common laborers without education are disappearing. Good positions are not to be had without good training; and parents are providing for their children the best education they can give. In that is the whole cause for the sudden increase in college and high-school enrollments.

Instances can be cited, to be sure, in which men earn less after study than before. A Kansas school superintendent at \$2,500 a year was ambitious to be a college professor. When past 50 he used his savings for graduate courses in an eastern university. After he obtained his doctor's degree he became an instructor of an evening class of a city college at \$600 a year, and when he died he was employed in a correspondence school—teaching college subjects—at \$1,200 a year. A man of 40 in a Government position was persuaded by his mother to study for the ministry. After two years in a theological seminary he became pastor of a country church, and during the rest of his life his income was less than half his former Government salary. Such things are due to individual delusions, coupled with lack of individual adaptation, and they do not constitute an argument against higher education.

In certain South American countries the predilection of young men for the practice of law or medicine has caused serious consequences. In 1925 Bolivia summarily stopped the registration of students in law schools, and in the same year all the universities in Ecuador were closed by governmental decree in order to stop the excessive output of lawyers and physicians. The inclination seems to have arisen in some quarters to predict a similar state of affairs for this country. It is not likely to occur, either in those professions or in any other.

The practice of law, medicine, and dentistry is restricted to graduates of professional schools. We know the numbers of degrees granted by those schools, and it is easy to compare them with the number of practitioners of the several professions. Entrance into the professions of architecture, journalism, and the ministry is not carefully regulated, and the number of degrees is not so good an index to the number who intend to enter those professions. For engineers, however, college training is almost universally considered essential, and the number of degrees is a proper index to the number entering that profession. The following table is significant. The country is not

in danger of being flooded with professional men in excess of its needs.

*Comparison of number of practitioners of certain professions with degrees granted in those professions*

	Number in 1920	Estimate of number in 1926	Degrees granted in 1926	Per cent of degrees to practitioners
Architects.....	18,185	21,217	296	1.4
Editors and reporters.....	34,197	39,89	338	.8
Clergymen.....	127,270	148,482	1,357	.9
Dentists.....	56,152	65,511	2,668	4.1
Lawyers, judges, and justices.....	122,519	142,939	7,938	5.6
Physicians and surgeons.....	144,977	169,140	4,122	2.4
Technical engineers.....	136,121	158,808	7,389	4.7
Civil engineers and surveyors.....	64,660	75,437	1,866	2.5
Electrical engineers.....	27,077	31,590	2,246	7.1
Mining engineers.....	6,695	7,811	408	5.2

The figures for 1920 were taken from the United States Census. The estimates for 1926 were made by adding one-sixth to the figures of 1920, to correspond with the increase in population. The degrees are as reported in Biennial Survey of Education, 1926, pages 816, 818, 819.

### Tuition Fees Charged in State Universities

Tuition is rarely free in State-supported colleges and universities, but rates are low to students who are residents of the State in which the institution is located. Non-residents must pay larger amounts. In most of the institutions some income is derived from students by adding certain "annual fees," or "annual fixed charges." In half of the State colleges and universities tuition for arts and science plus fees is under \$66 for State students, and under \$134 for nonresidents. The average for all State institutions is \$81 for residents, and \$140 for nonresidents. Expense for board and room is the largest single item for students in State higher institutions. The general average is \$276 for the college year.



### Six Universities Study Infantile Paralysis

In a concerted attack on infantile paralysis a 3-years' study of the disease will be made by the University of Chicago, Columbia University, Harvard University, and New York University, the University of Brussels, and Lister Institute, London, working independently. The investigation is made possible by a contribution of \$250,000 by Jeremiah Milbank of New York. Each institution will have absolute freedom in pursuing its researches, and at the expiration of three years the result will be studied and coordinated by an international committee of which the chairman is Dr. William H. Park, director of the department of health laboratories of New York City.



# Parents and the High-School Student

By MRS. B. F. LANGWORTHY

*Chairman Committee on Juvenile Protection, National Congress of Parents and Teachers*

THIS heading might easily carry the subtitle, Cause and Cure of War Between the Adult and the Adolescent. With such a title, however, the subject should be treated by a specialist who would talk for an uplifting hour about the mental attitudes, the complexes, and the subconsciousnesses of the adolescent and then say, as they must, "But we know very little about this period after all, for research work has only begun." Which leaves the simple parent somewhat enlightened but still relying largely on his own experience and the traditions of his fathers.

While we are waiting for these brilliant and conscientious college professors to do more research, we may, perhaps, be forgiven for saying that we, too, know practically nothing about it, except that it is the age of transition from childhood to manhood and womanhood, and that during this age we utterly fail to understand because our memories are so short.

We forget that these were the years when we could not understand ourselves; the fears, the ecstasies, the resentments, the loves, the aggressiveness that one day was vitally sincere and the next merely a cloak for terrible shyness. We forget how our fierce loyalties were often for inferior persons or causes, that we were frequently sure that we could not possibly be the child of such queer parents, and that we almost always knew better than any adult what we wanted to do or be or become. Down through the ages, the adolescent has stumbled through these mental experiences—and then has forgotten them.

## *Most Parents Have Similar Experiences*

Except for the few unusually strong and serene individuals, the mental processes of the parent have been about the same; he is uneducated, or not in touch with modern methods of education. If he is a college graduate he may have ceased thinking except about his business. Often heavy with business cares—and with flesh—his first flush of parental joy has passed, and the inferiority complex rears its grinning head; it comes from constant contact with students whose educational outlook has far outstripped his own. He may be weak in discipline and understanding, or so ultramodern that he believes discipline outworn.

In addition to these mental disparities between the parent and the high-school

student is the physical situation of the high school. Usually it is much farther from home than the grade school, and the area from which it draws is much larger. This means that the new friends made are the children of strangers to their parents, and new social customs are learned, some of them better and some worse than those of the early home life. A certain suspicion of these new attachments grows in the parent's mind, with a resulting resentment of the lack of confidence on the part of his children.

The first necessity then is to refuse any new mental aspect that does not knit together instead of driving apart; this knitting must be social as well as intellectual. The second is to develop a real desire to learn something about the adolescent period. The third is to get acquainted with the influences that are making themselves felt in the life of the student in his new environment, his teachers, his contemporary friends, and their parents. Some common meeting ground must be found for these contacts, for in spite of his belonging to a golf club, a lodge, a church, and a professional or business club, he meets only a few in each place and only in cliques.

## *Parent-Teacher Association is Common Ground*

The public school, therefore, where "all the children of all the people" are brought together, is the place where he may meet, for study and for social intercourse, all or most of the people who influence his child. And this group is called a parent-teacher association, not because the parents are teachers, but because the parents and teachers form the consolidated group of persons interested in the growth and education of the student. Here is found no partisanship, no sectarian antagonisms, and no social caste, only a desire to become friends because the children are friends. Here the parent finds that his incomprehensible child is only one of many incomprehensible children, and he is comforted because he is no longer alone in his perplexities.

As a consequence of this new interest he reads his morning paper more carefully, that he may converse about current events intelligently at dinner. He learns the new athletic rules with his son and goes to the games with his daughter. He brushes up on his history and looks up the names of the Walter Scott novels that he used to read, in the hope that son likes *Ivanhoe*, too; and he takes down the old copy of *Hamlet* to freshen his memory on a few fine quotations, or he practices privately

on his long-disused flute because daughter is in the high-school orchestra. He even learns to hold his tongue and not speak contemptuously about modern dancing, because he finds that this, like the night air, is "the only kind there is."

Perhaps, after all, the best result of our parent-teacher study of the high-school age will be just that—the abolition of contempt for the new ways of young people. And this may result in more respect on their part for the ways of the anxious and antiquated adult, for, never doubt it, they see little more, if any, to admire in our ways than we do in theirs.

If they knew that this newly developed desire to come into the school and learn is not a wish to dominate the school nor to spy upon them, but that it is a significant part of the new movement for adult education which is springing up everywhere, one great obstacle to the high-school parent-teacher association would be overcome and a saving sympathy would be established between the parent and the high-school student.



## Rural Salvadoreans Oppose General Education

It is stated in *Diario Latino* of January 25 that the farmers near the town of Ahuachapan in the western part of Salvador have refused to contribute financial assistance toward the support of schools in the community despite the fact that the Minister of Gobernación has recently directed the governors of the various Provinces to get in touch with the farmers and collect funds for educational purposes. There would appear to be a widespread idea in some of the more remote districts of Salvador that general education should be discouraged rather than encouraged as the small farmers and even some large landholders feel that their interests can best be served by ignorant peons.—*R. M. de Lambert, United States Minister, San Salvador, El Salvador.*



Courts for juvenile offenders are maintained in all parts of London. No child is brought before a court without first informing the London County Council; and the special attendance officer, the care committee, its officials, and the school are consulted. In case of commitment to an institution, the London County Council decides the destination of the child.



Aviation in industry, a course in commercial aviation from the point of view of the business man, was added this fall to the curriculum of Boston University College of Business Administration in its evening division.



# Education is Reclaiming the Heterogeneous Masses of Mexico

*Bookish Education of Children Alone Is of No Avail. The Whole People Must Be Awakened and Rehabilitated. It Is a Matter of Sociology Rather Than of Pedagogy. Officers and Teachers are Animated With the Zeal of Veritable Crusaders*

By MOISES SAENZ

*Assistant Secretary of Education for the Republic of Mexico*

FOUR million of the people of Mexico are Indians; 4,000,000 more are peasants, nearly Indian—8,000,000 human beings who, because of the economic incapacity in which they have lived for centuries, and because of their lack of spiritual touch with Mexico at large, have constituted a negative element in Mexican life. The leaders of revolutionary Mexico are trying to strengthen, rehabilitate, and incorporate this group into the Mexican Nation. Every agency at the disposal of the New Mexico which can contribute to bridge the gap of centuries is brought to play in the effort to solve the problem in a few short years. In the end it is largely a matter of education.

A sympathetic visitor from the United States, when hearing recently about Mexico's educational program and the effort to educate the masses, exclaimed: "After all, isn't that a hopeless task? What can mere education hold in store for these people?" My reply was:

## *More than Formal Knowledge is Required*

"Mere education, if by that is meant the conventional three R's, the bookish sort of thing, holds little hope indeed for these people in their present condition. We must change our whole concept of education, and that is exactly what we are trying to do in Mexico. The problem is of awakening, energizing, rehabilitating 8,000,000 human beings, and education must mean infinitely more than the acquisition of formal knowledge. Even such fundamental arts as reading and writing become useless barren skills in a situation devoid of things to read and even of the necessity for reading. Functional education is for us in Mexico not a refinement but a need of the first order."

Portions of an address at a luncheon in honor of the speaker, at the City Club, Washington, D. C., April 8, 1929. The luncheon was sponsored by the committee on cultural relations with Latin America. About 275 persons were present, representing the Government departments and the educational institutions and agencies of Washington. Among the speakers, in addition to Docteur Saenz, were Manuel C. Tellez, ambassador from Mexico; Ray Lyman Wilbur, Secretary of the Interior; Leo S. Rowe, Director General of the Pan American Union; William John Cooper, United States Commissioner of Education; Hubert C. Herring, executive director of the committee on cultural relations with Latin America. Walton C. John, of the United States Bureau of Education, presided.

Integrating 8,000,000 people, heterogeneous in every way—race, language, culture, economic status—and incorporating them into the Mexican family means, even when considered from the schoolmaster's point of view, much more than school education for the children. An inert or a negative community quickly undermines the work of the school. What the teacher may do in the school-room, parent and neighbor undo in the long hours out of the school. Precious knowledge, good habits, acquired during the three or four years of the school period are soon things of the past. By the time the child becomes an adolescent, taking up the rounds of duties in the community, tradition asserts itself; school is forgotten; life takes on the routine and the rhythm of the past. Education, then, must from the beginning, think of the adults as well as of the children.

Adult education with us is an elemental necessity. And as soon as the schoolmaster faces the adults, he is forced to face life itself, no matter how much his pedagogical art may have fitted him to dodge its issues when dealing with children. The business of awakening, energizing, and rehabilitating the adult masses of Mexico implies dealing with the fundamental problems confronting these people. Pedagogics and psychology have to give way to sociology and economics. School life takes on the ample meaning of life itself; the teacher is a social worker; the school a community center.

## *Rural Schools Instruments of Social Renaissance*

All this is part of the meaning of the new education in Mexico. The instrument to bring this about, considering the question again from a mere scholastic point of view, has been the rural school or, perhaps more precisely, the net work of rural schools the Federal Government has been establishing in the past five years.

Country schools, 1-teacher schools, have indeed existed in Mexico for a long time. They were the conventional, mutilated institutions known in most countries. The new rural school in Mexico, however, while still for the most part a 1-teacher school, animated with the spirit of the new age, enlightened by the new social philosophy abroad in the land, fired with the apostolic

zeal of a new crusade, has become the worthy instrument of Mexico's social renaissance. Nearly 4,000 of these schools are now in operation. They are served by a little more than 5,000 teachers and are attended by 250,000 children and 150,000 adults. Careful estimates have been made to ascertain the measure in which these little schools are attaining the high goal set for them; a conservative estimate would tell us that more than two-thirds of them are fulfilling their aim to a creditable extent.

## *People Demand Land and Books*

The new rural school is merely one indication of the new spirit in Mexico. The voice of the reformer is heard everywhere in this land. At times, this means nothing more than propaganda—frankly accepting propaganda as an indispensable first step in the awakening of the people—but it takes on, each day more markedly, the form of constructive accomplishment. "Land and books" was a slogan of the revolution 15 years ago. More than 14,000,000 acres of land have been given to the people and more than 5,000 new schools have been opened in Mexico, and the aspirations of the people are being amply realized. Better yet, the reformer has not become a conventionalist; his is yet the zeal, the apostolic ardor, the doctrinaire spirit of the true missionary. Whether it be an engineer surveying the land and giving it to the people, opening irrigation ditches or building roads, an artist depicting with sound or brush the story of the people, a school teacher, or an agricultural expert, the same missionary spirit pervades. There is a true spiritual content to the Mexican revolution. At times one feels the sense of a veritable crusade, the theme of which seems to be a re-statement of the national ideal and the building of action and feeling toward a new conception of life in Mexico, where the common man may have a chance and living may acquire a sweetness heretofore unknown.

When I have mentioned the Mexican revolution, I am not referring to the military revolt which took place on the 3d of March of the present year. This is a mere ripple, a very unfortunate one to be sure; but the veritable revolution is that sweeping movement of reform which started in 1910 and has assumed at different times various aspects—military, political, legislative, and social. It is still going on.



In Detroit 75 per cent of all elementary children in city schools are in platoon schools. In Pittsburgh 67 per cent, in Colorado Springs 57 per cent, and in Portland, Oreg., 48 per cent of the total elementary enrollment is in such schools.



# Reorganization of Secondary Education Under State Supervision

*Pennsylvania Adapting Its Secondary School Program in Accord With Junior-Senior Plan. Separate Junior and Senior High Schools Organized if Enrollment is Large Enough. Combination Generally Advantageous if Enrollment is Below 600. Decided Economies in Combined Schools of 1,500 Pupils. Typical Program and Methods of a Junior-Senior High School*

By WILLIAM H. BRISTOW

*Assistant Director of Secondary Education for Pennsylvania*

“REORGANIZATION” is the key word in the development of the modern secondary school. Administrative reorganization on the junior-senior high-school basis has become so widespread that there is hardly any section of the United States which has not been affected by it. Reorganized schools appear in every State of the Union. The development of the 16-year junior-senior high-school unit is an integral part of this movement.

Along with other States, Pennsylvania is adapting its secondary-school program in accordance with the junior-senior high-school plan. Three rather definite steps are to be noted in this development:

First, the first and second class cities (population above 30,000) are reorganizing for the most part, on the 6-3-3 basis, although the second largest city in the Commonwealth is developing large junior-senior high-school units, in addition to junior high schools. These junior-senior high schools provide for junior-senior high-school facilities for the local area and senior high school facilities for contributing junior high schools.

### *Small Cities Favor Six-Year Schools*

Second, the third-class cities (population 5,000 to 30,000) have, for the most part, favored the 6-year junior-senior high-school unit although in a number of cases these districts have developed separate junior and senior high schools.

Third, the fourth-class districts, where reorganization has been affected (population below 5,000), have developed 6-year junior-senior high schools or 3 or 4 year junior high schools.

In general, reorganization has followed in the order outlined above, the larger districts taking the lead. In many cases the reorganization movement has been accelerated because of the necessity of providing additional facilities to meet the demands of an ever-increasing secondary-school population on the one hand, and the natural growth in elementary-school enrollment on the other. Instead of in-

creasing elementary-school facilities, the seventh and eighth grades are made a part of the secondary school and junior or junior-senior high-school buildings constructed.

The general program of reorganization which the Department of Public Instruction is sponsoring, may be summarized briefly as follows:

### *State Department Sponsors Definite Program*

1. Organization of separate junior and senior high schools where practicable and where the enrollment is large enough to provide economically for separate units.

2. Organization of junior-senior high-school units where the combined junior-senior high-school enrollment is not large enough to justify separate units and where local conditions make such organization desirable. Where the combined junior and senior high-school enrollment is below 600, the combined school is much more advantageous. Present trends also indicate decided economies in schools as large as 1,200 to 1,500.

3. In the smaller communities the development of 3 and 4 year junior high schools, so located that pupils may complete the work of the secondary school, is encouraged.

This discussion will be confined to the 6-year junior-senior high school.

The possible field to be covered by the junior-senior type of organization is indicated by the following:

*Size of public secondary schools*

Enrollment group	Pennsylvania		United States
	Number	Per cent	Per cent
0-50.....	288	24.55	34.09
51-100.....	228	19.43	26.49
101-200.....	219	18.67	17.74
201-300.....	113	9.64	12.03
301-400.....	59	5.03	3.43
401-500.....	71	6.05	2.34
501-1,000.....	114	9.72	5.45
1,001-2,000.....	64	5.46	-----
2,001-2,500.....	12	1.02	4.23
2,501.....	5	.43	-----
Total.....	1,173	100.00	100.00

These data indicate that 90.32 per cent of the schools of the United States and

83.37 per cent of all the schools of Pennsylvania have fewer than 500 pupils each. This group of schools is, principally, the field of the junior-senior high school and the small junior high school. If opportunity in a reorganized school is to come to the boys and girls located in the communities served by these schools, it must come either through the small junior high school or the junior-senior high school. The table further indicates the problem in a State like Pennsylvania. There are 531 4-year high schools (grades 9-12) with an enrollment of fewer than 500. While many of these schools may later be reorganized as junior high schools, a large per cent of them will develop into junior-senior high schools.

### *Relative Size of Junior-Senior Schools*

Of the 1,173 secondary schools in Pennsylvania in 1927-28, 144 were organized as junior-senior high schools. Ninety-eight of these were classified by the Department of Public Instruction and 46 were in preliminary stages of development. The relative size of these schools is shown by the following table:

*Enrollment in junior-senior high schools, 1927-28*

Enrollment	Number of schools	Per cent
51-75.....	3	2.08
76-100.....	5	3.47
101-200.....	33	22.92
201-300.....	26	18.05
301-400.....	22	15.28
401-500.....	19	13.20
501-1,000.....	19	13.20
1,001-2,000.....	15	10.41
2,001-2,500.....	2	1.39
Total.....	144	100.00

The enrollment in 6-year high schools in Pennsylvania ranges from 50 to 2,500. The size of the teaching staff in these schools ranges from 4 teachers to 100 teachers.

The relative enrollment in various types of school organization is shown by the following:

Total secondary-school enrollment.....	342,938
Enrollment in 8-4 organizations.....	167,445
Enrollment in reorganized schools.....	175,493

Publication sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson, chairman; C. A. Jessen, secretary.



Per cent of enrollment in reorganized schools.....	51.18
Enrollment in 6-year high schools.....	65,175
Per cent of enrollment in 6-year high schools.....	18.9

#### *Separate Building Desirable for High School*

Like other types of educational organizations, the 6-year high school has been developed under widely divergent conditions. In the smallest communities the same building often houses both the elementary school and the secondary school unit. In other cases it is necessary, because of local conditions, to house the work of grades 7 to 12 in two or more buildings. Wherever possible, an effort is made to separate the elementary school from the secondary school. Where all must be housed together, the building should be arranged to facilitate the administration of the elementary and secondary school divisions.

Except in the largest schools, teachers conduct classes in both junior and senior high-school units. This is especially true of special subjects such as physical education, practical and fine arts, etc.

In general, the activity program is arranged so as to separate the junior and senior high-school pupils, although here, too, there is certain overlapping. In the larger schools there is a trend toward developing a separate activity program for each group. For such activities as the school paper, general organization, and other similar activities involving the whole school, both junior and senior groups function together. In the smaller schools one assembly program suffices for both junior and senior high school, but in the larger schools separate assembly programs are arranged with an occasional assembly for both groups.

#### *Better Teachers in Senior Schools*

Teacher-preparation standards are now higher for senior high-school teachers than for those in the junior high school. This has necessarily led to insisting on the college certificate for teachers entering teaching in the junior-senior high school. When reorganization is first effected, however, many successful elementary-school teachers must be absorbed in the new organization. Adjustments are necessary to care for these teachers, many of whom make the finest type of junior high-school teacher. A recent regulation of the Pennsylvania State Council of Education will make college graduation an essential for entrance into the secondary school field after 1931.

1. *Building.*—The building should be so developed as to give some degree of unity to the junior-senior high-school units. If an elementary school is included in the building it should be segregated in

one portion. As in all other buildings, a junior-senior high-school building should give primary consideration to the functions to be served by the building. The building should include facilities for regular class work, science and geography, home economics, shop and agriculture, music, art, physical education, assembly, library, rest room, office, showers, and lockers. In the smaller schools, one room may be made to serve more than a single function. Nevertheless, all units should be definitely planned for the work to be done in them. Buildings designed for junior-senior high-school use should include these special units so that they are easily accessible to both units.

#### *Equipment Used by Two Units*

2. *Equipment.*—One of the economies in the organization of a junior-senior high school is in the fact that much of the equipment—i. e., laboratory, library, auditorium, shop, home economics, etc.—can be used in common by the two units.

3. *Program of studies.*—The program of studies of the junior high-school unit should articulate elementary and secondary education, providing increasing differentiation with increasing years. Pennsylvania's plan provides for a constant program in the seventh year, 10 per cent elective in the eighth year, with 13 per cent elective in the ninth year. For special groups the electives are increased. The elective program increases in the senior high-school unit. A suggested junior-senior high-school program of studies follows:

*Suggested program of studies for junior-senior high school*

Subject	Number of 60-minute periods weekly in various years					
	7	8	9	10	11	12
English <sup>1</sup> .....	5	5	4	5	5	5
Mathematics.....	5	4	4	2 5	2 5	2 5
Social studies.....	4	4	4	5	5	5
Geography.....	3	3				
Science.....		3	4	2 6	2 6	2 6
Hygiene.....	1	1	1	1	1	1
Physical education.....	2	2	2	2	2	2
Shop (required).....	2	2	2			
Shop (elective).....		3	4	(4)	(4)	(4)
Home economics (required).....	2	2	2			
Home economics (elective).....		3	4	(4)	(4)	(4)
Art (required).....	1	1	1			
Art (elective).....				(4)	(4)	(4)
Music (required).....	1	1	1			
Music (elective).....			(4)	(4)	(4)	(4)
Guidance.....	1	1	1			
Activities.....	3	3	3	3	3	3
Junior business training.....		3	4			
Language <sup>5</sup> .....		3	4	5	5	5
Stenography.....				2 5	2 5	2 5
Bookkeeping.....				2 5	2 5	2 5
Typewriting.....				2 5	2 5	2 5
Office practice.....						2 6
Commercial law—One-half.....						2 5
Salesmanship—One-half.....						2 5
Vocational agriculture.....				2 15	2 15	2 15
Industrial.....				2 15	2 15	2 15
Home economics.....				2 15	2 15	2 15

<sup>1</sup> Includes literature, grammar, composition, spelling, penmanship.

<sup>2</sup> Elective courses.

<sup>3</sup> One semester courses.

<sup>4</sup> Time allotment to be adjusted according to local needs.

<sup>5</sup> Introductory language, Latin, French, German, Spanish.

4. *Activities.*—An activity program including home room, clubs, and assembly, pupil participation in school government, and cooperation with worth-while extra-school activities is provided throughout the 6-year course. In organizing the curriculums for the junior and senior high school, care must be exercised to insure that the exploratory function of the junior high school is recognized and that the experience gained in this unit leads naturally into the curriculums in the senior high-school unit. Continuity is a basic principle which should be incorporated in the organization of any secondary school unit.

In the interest of both junior and senior high-school groups, pupils should be segregated for certain activities. The home-room program is indispensable in the junior high school. While important in the senior high school, it takes on a different aspect. Assemblies may be together or separate, as local conditions require.

#### *Longer Periods Are Recommended*

5. *Methods.*—Emphasis is placed on "directed learning" activities in the junior-senior high school. The organization of the time schedule with the longer period, eliminating study halls for both junior and senior high schools, is recommended. Developing proper methods of study and work should be emphasized with both groups.

6. *Teacher assignment.*—In the interest of integration, teachers may well have contacts in both junior and senior divisions. This is one of the outstanding advantages of the junior-senior high-school organization—teachers have contacts with both units, thus eliminating some of the problems of articulation.

7. *Teacher preparation.*—The preparation of all secondary school teachers should be based on training equivalent to the 4-year college course. Teachers should be thoroughly grounded in their subject fields and the professional studies necessary for successful secondary school teaching.

#### *Broader Vision of Secondary Education*

8. *Professional activity program.*—In developing a 6-year high school, teachers must be brought to an understanding of a broader vision of secondary education. This calls for a carefully worked out professional program which involves such problems as adolescent psychology, methods, guidance, activities, curriculums, course of study, etc.

9. *Guidance and personnel work.*—Administrative direction of guidance activities by the principal or an associate or associates, specifically delegated for this work, is essential. In the small schools the principal will assume responsibility



for this work. In large schools it will be delegated to assistants and committees. Complete personnel records are needed for this work.

10. *Coaching and restoration groups.*—Provision should be made in the school organization for adapting courses of study to slow and rapid moving groups, for remedying and preventing non-promotion. This work can be carried out through restoration clubs or opportunity classes.

#### *Advantages of Junior-Senior Type*

Among the advantages of the junior-senior type of school organization for the smaller communities, the following are outstanding.

1. *Financial.*—Since the same rooms and equipment may be used by both junior and senior high schools there is little duplication of equipment in the junior and senior units where the 6-year school is used. In small schools, full use of special rooms and equipment is secured by bringing both units under one organization and all pupils from grades 7 to 12 are given an opportunity to use laboratory, library, and physical education facilities.

2. *Teachers.*—Special supervisors can be made available to both units when they are combined. In the smaller communities, a better balance with regard to instructors is secured, due to the fact that pupils in grades 7 and 8 have the services of well-trained secondary school teachers.

3. *Articulation.*—Matters of the classification of pupils, supervision, personnel work, etc., can be more readily worked out when under one principal and one faculty, thus the 6-year junior-senior organization provides splendid opportunities for articulation.

Pupils are often found who are capable of going ahead from the junior high school to the senior high school in certain subjects but are weak in others. The 6-year organization readily admits of adjustments of this nature.

The 6-year high school is an administrative measure, developed to incorporate modern secondary school practice in a specific type of school situation. That it can do this is amply evidenced by the many examples of successful schools of this type throughout the United States. Its field is large, and progressive reorganization on this basis will provide better secondary school opportunity to thousands of boys and girls who need the advantages of the junior high school opportunity which can only be procured for them through the 6-year junior-senior organization. On the other hand, pupils in the 4-year high school gain appreciably by the greater differentiation possible because of the larger unit and by the extension of the secondary school program.

## Public Health Agencies Active in Porto Rico

A building to serve as a preventorium for tubercular children is under construction in Guaynabo, P. R., by the Society for the Prevention of Tuberculosis in Children. The organization, founded in 1924, is a public-health association supported entirely by private contributions. The preventorium will cost \$15,000, and is located in one of the highest and most healthful regions near San Juan. The Antituberculosis League has recently turned over to the health department of Porto Rico a new building constructed at a cost of \$20,000, to be used as a center for tuberculosis and child-welfare clinics.

A determined educational campaign to stamp out preventable diseases has been waged in the island since 1923, when, for the first time, the department of health organized a complete system of social service work, including public health dispensaries with a properly qualified staff of paid physicians, visiting nurses, and clinics for tuberculosis, child welfare, maternity, and venereal diseases. Through moving pictures, health posters, and pamphlets, the organization of "little mothers' leagues," and classes in nutrition among school children, the message of physical health and well-being was carried into homes in many parts of the island. Teachers' institutes were organized, and thousands of teachers attended conferences and demonstrations on health problems in their districts.

Increased cooperation on the part of the medical profession, as the result of activities of the bureau of social medicine, is shown by the fact that in two successive years the number of cases of tuberculosis reported has exceeded the number of deaths reported. Child-welfare work is emphasized, and dispensaries have been opened in a number of places; visiting nurses and social workers have been employed, and municipal health units have been organized in many localities throughout the island.



## French and German Ministries Foster Student Exchange

Under a plan of interscholastic exchange in effect between France and Germany, 262 exchanges of French and German boys and girls were made last year, according to information recently received by the foreign service section of the United States Bureau of Education. Students on both sides reported a cordial welcome and a pleasant and profitable season of study in schools of the other country.

Arrangements for the exchange were made through cooperation of public authorities in the two countries. M. Herriot, minister of public instruction and fine arts of France, has recently sent a circular to rectors of the educational districts of the country asking them to announce the exchanges in all schools. Free passports are accorded by the ministries of foreign affairs in Germany and in France to students who take advantage of the opportunity for study in the neighbor country.



## School for Japanese in Japanese Surroundings

A public school in a typical Japanese environment is provided for children of Japanese fishermen and workers in the canneries on Terminal Island, Los Angeles, Calif. It carries all the grades from kindergarten to the eighth. The entire enrollment is Japanese. Bungalows of different shapes and sizes comprise the school buildings, and they are grouped around a little Japanese garden with a fish pool, waterfall, fountain, and a real Japanese red bridge and gate, provided by the fathers of the children. A class for the study of English meets every afternoon and mothers may come and bring their babies. Many of the children are underweight, as well as undersized, and special emphasis has been placed on health and diet.



## New Facilities for Meharry Medical College

A gift of \$1,750,000 is offered Meharry Medical College, Nashville, Tenn., by the General Education Board and the Rosenwald Fund, contingent upon the raising by the college of an additional \$250,000. This college is for negro students. The fund will provide a new site and buildings of modern fireproof construction for the departments of medicine, dentistry, pharmacy, and nurse training, and a new hospital. The school draws students from all parts of the United States and from 16 foreign countries. It is estimated that the number of negro medical graduates in the United States is about 11,100. More than a third of this number, 4,248, are graduates of Meharry Medical College.



Work of students in craft and design has proved so popular and profitable that enrollment in high-school art courses in public schools of Milwaukee, Wis., has increased 107 per cent in the past four years.



# Library Service to Schools of Five Pennsylvania Counties

*Branches and Stations For Full Rural Service Have Not Yet Been Established in Any County in the State, but the Beginning Made Promises Better Things. Susquehanna County Book Truck Supplies Rural Families*

By EDITH A. LATHROP

*Assistant Specialist in Rural Education, Bureau of Education*

"HOO-RAY! Here comes the Cardinal!"

This joyous shout by a country school boy in Dauphin County, Pa., hails the approach, not of a church official of high rank nor a familiar American song bird, but of an automobile painted bright red, carrying several hundred children's books, bearing on its doors the inscription "Harrisburg Public Library" and familiarly known as the "Cardinal." The county commissioners of Dauphin County, in which Harrisburg is located, appropriated in 1928 about \$5,000 a year to the Harrisburg Public Library for library service to the portion of the county not included in the city.

The population of Dauphin County, exclusive of the city of Harrisburg, is approximately 77,000. This number includes 6,500 children enrolled in the rural schools of the county. An annual appropriation of \$5,000 for library service for a population of 77,000 is approximately 6 cents for each person. This is little when compared with \$1 per capita of the population served, which is the minimum standard set by the American Library Association for the annual revenue necessary for a library to maintain a modern system. Since the county department is housed in the same building as the Harrisburg Public Library, and the big book supply of the city's library is available to the residents of the county living outside the city, the actual service received exceeds that which 6 cents per capita would purchase. The following summary of the services rendered to the 6,500 children enrolled in the rural schools of the county shows that these children are the chief recipients of the service that the small appropriation of \$5,000 for county work provides.

## *Visits of Librarian Are Happy Occasions*

By means of the Cardinal, Miss Georgia Bowman, the librarian in charge of the county department of the Harrisburg Public Library, visits each rural school in Dauphin County from four to six times a year. These visits, particularly those to each of the 112 one-teacher schools in the county receiving books from the Harrisburg Public Library, are not only happy occasions but busy ones for all concerned—children, teacher, and

librarian. The children, with the help of the teacher and librarian, select such books as they wish to read from the shelves of the Cardinal. The teacher learns from the librarian of new books that have been received by the library. The librarian anxiously collects from the teacher such books as have been read, for she has been hard pressed by requests for some of these books from teachers in other schools. At the beginning of the school term the librarian talks to the children of each school visited concerning the care and use of books, and on her return visits she counsels with the teacher as to how well her advice has been heeded by the children.

There are 131 rural schools in Dauphin County, and all but eight receive service from the Harrisburg Public Library. Magazines and pictures are circulated among the schools as well as books. The county librarian reports that the teachers show great appreciation of the service rendered to them by the county library and that they encourage the children to read the books that are brought to them. The appropriation for county work is increasing. It was \$2,500 in 1925, \$3,150 in 1926, \$3,500 in 1927, and approximately \$5,000 in 1928. This increase in appropriations is evidence of the appreciation by the residents of the county of the library service received.

Susquehanna is another county in Pennsylvania that since 1924 has demonstrated what can be done with a small

amount of money for county library work. Library service in this county is made possible through the cooperation of the public library at Montrose, the county seat of Susquehanna County, which was established some years ago by the Susquehanna County Historical and Free Library Association. This library is now a county institution serving not only the residents of Montrose, but also those of Susquehanna County living outside Montrose. At the present time the budget for the county department is \$2,000. The rural population of the county is approximately 29,000. This \$2,000 is evidently supplemented by small donations, for the 1928 report of the library tells how the county librarian, Mrs. Anna L. Smith, after addressing a Grange meeting in the county, came away with a check of \$100 for the library.

## *Books Distributed in Sets of 50*

At the beginning of each school year the library makes available boxes of books containing 50 volumes each for schools desiring them. At the middle of the year these boxes are exchanged for boxes containing other books. Seventy-six of the 127 rural schools of the county took advantage of the opportunity to secure 50-volume sets of books from the library during the school year of 1927-28. All but 9 of the 76 schools were 1-teacher schools. In most instances each school is responsible for the transportation of the boxes of books from library to school and return to library. For schools located at remote distances from the library the county book truck provides for transportation of the boxes of books.

The Susquehanna County Library has worn out one book truck during the five years of its existence and lately purchased a new one. It is no wonder that the truck was worn out, for the chief duty of the county librarian is to keep the truck going in the rural sections of the county.



School children select books from the shelves of "The Cardinal"



She travels from one end of the county to the other, up and down the beautiful hills, making house to house calls, distributing books to the people who wish them, collecting books that have been read, and stopping when there is time at the schools that are not receiving boxes of books and urging teachers to patronize the library. Copies of the National Geographic Magazine, Boys' Life, Bird Lore, and other good magazines that have been donated to the library by subscribers after they have read them are distributed to the schools.

extension of library service of three public libraries in Indiana County to the residents of Indiana County. Data are not available in the Bureau of Education concerning the details of county library activities in Clinton and Indiana Counties.

Lancaster County appropriates \$1,500 a year to the general library maintenance fund of the A. Herr Smith Memorial Library in the city of Lancaster, the county seat of Lancaster County, for the extension of library service to the residents of the county. This appropriation is small when it is considered that the

addresses to rural organizations, and displaying library posters at county fairs and other gatherings of rural people.

Five county libraries are not many for the great Commonwealth of Pennsylvania with its 66 counties and 8,298 one-teacher schools. They are a beginning, however. Considering the small appropriations at their disposal it seems evident from the data at hand that in at least three of the five counties—Dauphin, Lancaster, and Susquehanna—county libraries are rendering as effective service for the children in the rural schools as their limited finances will allow.

That the State department of public instruction is interested in the development of county libraries is evidenced from the latest report of extension work in the State Library and Museum, which is a division of the department of education. This report states that in 1924 a field worker was put in charge of the State's traveling libraries for the express purpose of demonstrating whether through visits in the field an interest in county libraries might be developed. Unfortunately, because of a reduction of funds available to carry on the work, the field worker resigned in 1926 and the position can not be filled until future appropriations are made.

The report further points out that the Pennsylvania Library Association recently published a handbook of Pennsylvania public libraries which shows that of all of the New England and North Atlantic States Pennsylvania has the largest per cent of population without public library service—41 per cent, or 3,500,000 people. Of this number 2,320,268 are rural. In its concluding paragraph the report states that if Pennsylvania is to have adequate library service all friends of and believers in free public libraries should rally to their support and work for their development; and as a means to that end the county library must be given first consideration.



This is the second book truck that Susquehanna County has required

The county librarian says that during the summer months most of the children living in the rural sections of the county get books from the book truck. She says: "Being country born, and educated in a country school and a great lover of the country, I have always felt a burning indignation that the boys and girls of the rural districts have not the educational advantages that the city children enjoy."

A report from the county librarian shows that the circulation of books among rural schools is increasing and that the idea of a book truck making house-to-house calls in the rural sections of the county is growing in favor. During the 5-year period embraced in the school years 1923-24 to 1927-28 the number of volumes circulated among the rural schools increased from 2,595 to 5,600. In the year 1927 the number of books placed in the hands of patrons of the county by the book truck was 8,628 or approximately 58 per cent of the entire circulation of the library. This was an increase of 3,700 volumes over any previous year of the truck's activity.

Three other counties in Pennsylvania—Clinton, Indiana, and Lancaster—have made beginnings in county library development. The county commissioners of Clinton County appropriate \$1,000 a year for an extension to a rural population of about 25,000 of the library service of the A. H. Ross Library in Lock Haven, which is in Clinton County. Arrangements have lately been made for an

population of Lancaster County outside of the county seat is more than 120,000. The rural schools of the county are receiving some benefits from this appropriation, according to the limited information available. Eighteen library stations are located in schoolhouses. Railroads, trolley cars, and parcel post are used as a means of circulating books among rural schools, as the county does not furnish its own means of transporting books from the library to schools and return. The librarian attempts to stimulate the interest of patrons in the library by distributing book lists to schools and patrons, giving



The county library truck stops at the farmhouses of Susquehanna County



# Educational Activities in Two Small Connecticut Towns

*Avon and Burlington Schools Have Been Led Away From the Old Ideas of Teaching. Interests and Needs of the Pupils are Studied and Every Opportunity is Afforded for Individual Expression*

By LEWIS S. MILLS

*Supervising Agent, Connecticut State Board of Education*

**I**N DAYS GONE BY we were accustomed to pride ourselves on emphasizing the three R's. They were the foundation of all culture. We thought that if they were taught industriously and thoroughly in their wake would fall all other elements of education and knowledge.

Now we are not teaching children the three R's; we are aiding in developing boys and girls through actual experiences, felt needs, interests, expression, and activity. This scheme of things takes us through the whole range of human experiences and the three R's are used incidentally as tools; but we find that these same three R's are better mastered and better used than when they were taught alone and apart from the interests and needs of pupils.

The following summary of a year's activity on the part of children, teachers, and superintendent in two small towns in Connecticut typify the present day emphasis of education as carried on in our public schools. In these towns there were several rural one-room schools and several four or five room village schools; and many of the teachers, although graduates of standard normal schools, were without previous teaching experience.

## *Material Details Must be Complete*

*Pupil needs, interests, growth, activities, responsibilities.*—An attempt has been made to make each schoolroom an attractive place wherein the child and teacher may be happily engaged. To carry this out, it is essential that the material details be made as convenient and comfortable as possible. We must have oiled floors, decorated rooms, good shades, clean windows, efficient ventilation and heating, good blackboards, pictures on the walls, bulletin boards, maps, and charts.

The unit of each school is the pupil. His interests and his needs are conscientiously studied, and every opportunity has been given for his individual activity and expression. Some of the methods for carrying out these individual schemes of activity and expression have been group projects, as the making of special apparatus or collecting facts for school or home use, some of which are as follows: Book racks, figure 4 traps, pictures, useful data for feeding calves and chickens, formulas for sprays against various insects, clothes

to wear at home, notebooks for home use in connection with domestic science, extermination of household pests, such as mice, ants, flies, and their various relations and associations.

Children and teachers wander through libraries, manufacturing and business establishments, fields, pastures, and woodlands in search of useful information or for projects in nature study. The following are a few of the subjects selected: How agriculture is carried on by local farmers, use of lumber, methods of manufacturing as carried on by local concerns, the products produced (with samples, if possible), the market for this product, the prices obtained, local uses of water power, weeds, and other problems.

The social desires of children have been recognized through numerous social events between rooms in buildings of more than one room, and, in the rural schools, between schools. The activities on these occasions have been carried on, usually, during school hours, but many times they have been evening affairs to which parents were invited. On the third day of the third month we celebrated "doll day" in the schools, a Japanese custom, as was done in the schools of the State of New York at the suggestion of Commissioner Graves. At other times the social activities have taken the form of an entertainment with dialogues, folk dancing, pantomimes, action songs, sewing circles, games, afternoon teas, birthday parties, surprise parties, and other kinds of social events suitable for children.

## *Pupils Participate in Public Affairs*

Other activities have been attendance at town meetings and other public and semipublic affairs, as well as club meetings, in order to get an insight into public affairs and methods of conducting business assemblies and clubs. Pupils of all grades have participated in these and as many other school activities as possible. The aim has been to bring about a condition where the teacher (1) knows the child; (2) motivates the child; (3) leads, guides, and directs the child; (4) truthfully teaches rather than amuses the child; (5) governs the child, to the end that he may become self-directing.

In all schools and in all grades the making of a school magazine has been a

project for each month of the school year. For this purpose each schoolroom has had an editorial staff and a corps of reporters, each assigned to some special department of the magazine, as for example: Current events in the neighborhood, current events in the school, art, music, radio, etc., according to the interests of the school. In every number of the magazine each pupil has been represented by one or more items. During the following month this magazine has gone overnight to each family having children in the school. The last pages of the magazine have been blank with the request that the parents and others write comments, criticisms, suggestions, or additional news items. These have rendered to the schools valuable help through criticism and suggestion. These magazines have also brought each month to every home connected with the school a sample of the work of every child in the room, and have presented a sectional view of the work of the school to the parents and friends, with the result that there has been more interest in the school work on the part of the parents.

"Parent afternoons" have been held frequently at the schools to afford parents an opportunity to listen to regular lessons and a short entertainment program, and occasionally such events have been held in the evening.

## *Current Magazines Used in Schools*

Wider use than hitherto has been made of current-event magazines such as *The Pathfinder*, *Literary Digest*, *World Events*, and similar papers in the schools in order that pupils may know of the contemporary world about them.

Close touch has been kept on local affairs such as election of local officers, prices of commodities, social events, and new electric-light lines. Large use has been made of the radio in most of the schools of these two towns. A radio has been actually installed in only one school, but the pupils of most of the one-room schools have gone to homes near by where the parents or friends of the school offered the use of the radio on occasions when State programs of music were broadcast.

Special projects of study have been carried on by entire schools including: Transoceanic airplane flight, evolution of China, effect of radio on the life of the community, effect of radio on business, how local people are using their leisure time, evolution of transportation, changes that have come about in schools during the past 150 years, and similar projects. Constant endeavor has been put forth to motivate thinking and cultivate reasoning power in every boy and girl, to the end that there may be no educational wall-flowers in our schools.

We try to guide the pupils in their health habits through reading and dis-



cussing bulletins from the Government and from the State departments of health; from posters and pictures in the school-room, and health inspection; and by frequent discussion of the results of carefully guarded health and of neglected health.

#### *Object Lesson in Dental Hygiene*

The dentist of Whigville School in the town of Burlington, with great difficulty extracted a molar tooth from the mouth of a 13-year old pupil. This molar was so decayed that the child had suffered with toothache almost daily for weeks. In the same school another pupil of practically the same age had a tooth with a very slight cavity which the dentist filled. Before working on either tooth, however, he asked each pupil in the school (there are more than 20 of them) to observe both teeth, and he pointed out that by filling the small cavity, that tooth might be preserved for perhaps 20 or 30 years, whereas if neglected it would soon be in the same condition as the one he was about to extract.

The supervisor frequently discusses with classes topics of general interest, such as: Details of attendance laws; how to hunt rabbits; several ways of killing potato bugs; how to cut out and fit clothes; whence comes the dew; what New England produces and why; how a Ford car is made; how to measure the height of trees; the Seven Wonders of the World. Many subjects are suggested by the pupils, as for example: How to study; why study geography; why go to school; what occupation to follow, etc.

Along with all these activities, we have carried the routine work of the school, not as an end in itself but as a means toward the development of the pupil as an individual. The work of the school has thus become more interesting and enjoyable.

#### *Special Theme for Each Teachers' Meeting*

*Teachers, their needs, interests, and professional growth.*—A teachers' meeting has been held each month. Progressive Education, by Mirick, has been one of the reference books. Several weeks in advance of each meeting every teacher has been assigned some subject connected closely with the interests and the activities of the pupils, or some special project, to be prepared and discussed at the coming meeting. We have taken a special theme for each month, as for example: What constitutes a good school; health; nature study; what our school has accomplished in arithmetic and what still remains to be done for the year; and other problems. Our teachers' meetings are a clearing house for helpful ideas, questions of management, discipline, subject matter, organization, and other interests connected with the operation of schools.

Conferences have been held at school by the supervisor with the teachers, but some of the most interesting conferences have been with groups of from two to five in the evening, at their homes, where teachers were more free to discuss the difficulties of their own schools and pupils. These evening conferences have afforded excellent opportunity for the supervisor to work out with the teachers actual plans for a day.

#### *Professional Periodicals for Every Teacher*

Reference books, magazine articles, and other useful material have been brought to the attention of pupils to help them in their problems. Visiting days have been given the teachers under the guidance of the supervisor, with special things to observe and discuss later, according to the needs of the individual teacher. At the suggestion of the supervisor each teacher has subscribed to some standard educational magazine, with good results. Pupils with whom individual teachers have had difficulty or in whom it has been impossible to arouse much interest have been made the subject of special study by other teachers, and often the beneficial results have been far beyond our expectations.

For the entire year the thought, "Is my school a good school, and if so, why?" or "If my school is not a good school, what shall I do at once to improve it?" has been held constantly before every teacher and has been made a subject of discussion and inquiry at every visit that I have made to the schools, and a part of the discussion of each teachers' meeting. Every pupil has been directed to this problem, and at the end of the school year every pupil from grades 1 to 8 in these two towns wrote me a personal letter on one or more of the following subjects: (1) Why I think my school is a good school. (2) What I have done this year to make my school a good school. (3) How our teacher has helped to make our school a good school. (4) Ways in which our school should be improved next year. These topics have been kept constantly before the teachers, and the premium of commendation has been offered to each one who advanced a new, useful, and workable plan to make the work of the school more interesting, more real, and more worth while for the individual pupils.

#### *Progress Measured by State Course*

*Evidence of progress educationally and administratively.*—Progress of all pupils has been, from time to time, checked against minimum achievements as listed for the respective grades in the State course of study, and more than 95 per cent of all the pupils were promoted on this basis and upon the evidence that they could do the work of the next grade.

There has been continual evidence of a motivated interest and of happiness as I have met the teachers week by week. I am no longer asking teachers to teach subjects, but to help children to develop. The bookworm is no longer our ideal. Teachers are not drillmasters, but leaders. We do not teach children to sing "I Need Thee Every Hour"—while we hold aloft a strap. The supervisor is no longer a boss but a fellow companion and workman, adviser, and playmate. With this viewpoint has come far better cooperation of pupils and teachers, parents, and committee, and greater enjoyment for all. With as few mechanical details as possible, my time and the time of the teachers and pupils has been given to the activities and ideas as herein outlined. A perfect school is a beautiful ideal. It is fine to contemplate but it is hard to attain.



### Substantial Growth of Home Economics Association

Starting with an initial membership of about 750 at the time of its organization in Washington, D. C., in 1908, the American Home Economics Association has developed in 20 years into an organization of more than 9,000 members. It has affiliated organizations in 47 States, the District of Columbia, Porto Rico, Hawaii, and Canada. The membership is further grouped into 10 sections according to their special interests in the field of home economics. Exclusive of grants of more than \$25,000 which the association is administering for specific purposes, the American Home Economics Association has an annual budget of nearly \$50,000.



A public school for children taking treatment in the orthopedic department is conducted in Memorial Hospital, Johnstown, Pa., and is in session during regular school hours for five days a week. Attendance varies, but usually there are about 30 children. The school has its own teacher, and the same subjects are studied as in other schools, including junior high-school branches as far as possible, and music, art, and health training. The children do much hand work. The public-school music instructor visits the hospital school once a week.



Pupils who are frequently late or are guilty of misbehavior or other persistent infractions of rules in schools of Baltimore are summoned to appear before the juvenile court for warning or adjustment. An extra session of the court sits on Wednesday afternoons at the courthouse to consider school cases only.



# New Books in Education

By MARTHA R. McCABE

*Acting Librarian, Bureau of Education*

CLEVELAND, ELIZABETH. If parents only knew: A message from teachers to parents, telling what the modern school is doing for the child and how the home can help. New York, W. W. Norton & Company, inc. [1929]. 153 p. 12°.

This book is made up of chapters that appeared in the periodical, *Children*, the parents' magazine, during the past year, and is now published in book form by the publishers of the magazine and the book publisher, jointly. The subtitle of the volume explains the purpose of the study. The author, who had a long experience and contact with children, especially in the schools of Detroit, Mich., makes use of this experience and the knowledge gained from it in the preparation of this message to parents. She deals with the subjects of health, the command of tools and fundamental processes, worthy home membership, vocation, recreation, citizenship, and character. A novel and practical feature of the book is the list of questions at each chapter end which the author asks of parents. Dr. Helen T. Woolley contributes an appreciation of Miss Cleveland in the closing chapter.

HECK, ARCH O. Administration of pupil personnel. A book of pupil-accounting written from the point of view of the classroom teacher. Boston. New York [etc.], Ginn and company [1929]. xx, 479 p. tables, diags. 12°.

The author has the classroom teacher in mind as he presents this study, offering suggestions to meet the many problems coming up between the teacher and the children. It may be used, also, for courses in teacher training, and for teachers' reading circles. With these three groups of readers in mind, the problems that confront the teacher are presented. The matter of attendance, child labor, school census, report systems, school marks, failures, and the much discussed classification of pupils according to mental ability are dealt with.

HORN, JOHN LOUIS. Principles of elementary education. New York, London, The Century Co. [1929]. xi, 394 p. tables, diags. 12°. (The Century education series, ed. by Charles E. Chadsey.)

The author approaches his subject with a discussion of two contending principles of organization, that dealing with educational levels, and that which has to do with educational techniques. He gives each of these methods of organization a place in the volume, in which he offers a broad view of American elementary education. The origins and development of elementary education are presented, with an explanation of its scope and function, and with a view of its philosophy. Suggestions are made for avoiding mistakes that now exist, in order to build up and strengthen the present elementary school system.

JENSEN, ARNE SIGURD. The rural schools of Norway. Boston, The Stratford Company, publishers [1928]. 280 p. tables. 12°.

In order to give the background necessary for an adequate understanding of conditions in the rural part of Norway, the author presents the historical aspect of the situation in the early

chapters of the study. Part II presents the evolution of the rural system, and Part III describes the present condition of rural schools, and includes the greater part of the study. Facts are offered as to the organization, the curriculum, the preparation of teachers of rural schools, their salaries and housing, and the financial support of rural education. An extensive bibliography of "Norsk pedagogisk litteratur" is given, with a list of official documents, prepared by the library staff of the University of Norway.

KEENE, CHARLES H. The physical welfare of the school child. Boston, New York [etc.], Houghton Mifflin company [1929]. xi, 505 p. tables. 12°. (Riverside textbooks in education, ed. by Ellwood P. Cubberley.)

Standard school-health programs in common use in education are comparatively recent, according to this author, although some parts of programs have been in use many years. A résumé of information concerning the school-health program has been furnished, in order that there might be authentic material at hand for teachers, school executives, and those in charge of teacher training. It is found that three groups need information in school-health programs, viz: Specialists in some phase of health education who need to know the program outside of their intensive fields; the general educator, who must know the whole field of education of which the physical welfare is but a part; and the large and vitally interested group, the parents. The enormous waste due to preventable illness and premature death is recognized, and the training of a group of professional workers—doctors, dentists, nurses, and special-class teachers—for this purpose is now the problem. The theme of the study comprises—what should constitute a program of health and development work, what are the standards and costs of such service, how the program may be managed, and the great importance of the undertaking.

LOMAX, PAUL S. Commercial teaching problems. A classroom teaching manual for commercial teachers in secondary schools, normal schools, teachers colleges, colleges, and university schools of business and education. New York, Prentice-Hall, inc., 1928. viii, 200 p. tables, diags. 16°.

This book is the outcome of an attempt to further the "professionalization of commercial education," and its purpose is to interpret in commercial teaching situations the important principles of education. The author discusses the essential elements of a course of study in both secondary and higher educational institutions in this subject in terms of important commercial teaching problems.

MOTTER, T. H. VAIL. The school drama in England. With illustrations. London, New York [etc.], Longmans, Green and Co., 1929. xiii, 325 p. 12°. illus.

The development of the school play in the great public schools of England is presented in this study. The schools are Winchester, Eton, Westminster, Merchant Taylors, Charterhouse, Christ's Hospital, Harrow, Rugby, and Shrewsbury. A general bibliography is given, and special bibliographies on the particular schools as

well. They include manuscript sources, school periodicals, plays written for performance by the scholars, and other works. The study is presented because of the wide recognition of the educational value of dramatics, and to offer material to those interested in "enlightened playgiving by students." In this instance, the subject is handled from the viewpoint of plays for boys.

MYERS, ALONZO FRANKLIN and BIRD, OSSIAN CLINTON. Health and physical education for elementary schools. Garden City, N. Y., Doubleday, Doran & Company, inc., 1928. viii, 342 p. illus., front., tables, music. 12°.

The book is intended for the use of two groups of people, those already engaged in elementary teaching, and those in preparation for elementary teaching, presenting a modern program of health and physical education for those of preadolescent age. The subjects handled are the recent tendencies, making the school healthful and attractive, mental hygiene, teaching health habits, nutrition, communicable diseases and their prevention, physical defects, playgrounds, activities for the different grades, athletics, etc.

RUGG, HAROLD and SHUMAKER, ANN. The child-centered school. An appraisal of the new education. Yonkers-on-Hudson, N. Y., and Chicago, Ill., World book company [1928]. xiv, 359 p., illus., front., tables. 8°.

The study is an attempt to evaluate a significant movement in education, viz, the new or progressive school, and the broad application of modern educational theories in actual school practice. This type of school is young. In his foreword, Doctor Rugg states that the study is based on nine years residence in such a school, typifying a movement "coordinate in importance with that for the scientific study of education." A comparison is made of these new principles of education with the older ones that still dominate for the most part the schools of to-day. Programs of work are given, both the daily program and the year-program, and types of schools have been selected for study, such as the Lincoln school of Teachers college, the Francis W. Parker school, the City and country school, and the Ojai Valley school. An extensive bibliography on "What to read" is given.

UHL, WILLIS L., ed., and others. The supervision of secondary subjects . . . Contributors: The editor, and E. G. Blackstone, Ethelwyn Bradish, John R. Clark, Robert D. Cole, Bernice Dodge, A. H. Edgerton, Edgar B. Gordon, Mason D. Gray, Ruth Henderson, Howard C. Hill, S. A. Leonard, Hannah Logasa, Ethel Perrin, Charles J. Pieper. New York, London, D. Appleton and company [1929]. xvi, 673 p. illus., tables, diags. 12°. (Appleton series in supervision and teaching, edited by A. S. Barr and William H. Burton.)

Supervision of all the subjects of the secondary school curriculum is discussed in this study. Each subject is dealt with by a specialist in that subject, who has attempted to summarize and embody in his report the best of modern principles and practices in his treatment. All of the contributing specialists have approached their subjects with the same idea of treatment and procedure, with the hope of providing unity and coherence in the study. Valuable bibliographies have been appended to each chapter.



# MEETINGS OF EDUCATIONAL ASSOCIATIONS

During the Spring and Summer of 1929

PREPARED IN THE LIBRARY DIVISION, BUREAU OF EDUCATION  
Martha R. McCabe, Acting Chief



## AMERICAN ASSOCIATION OF AGRICULTURAL COLLEGE EDITORS:

*President*, JOHN R. FLEMING, Ohio State University, Columbus, Ohio.  
*Secretary*, SIDNEY W. HOOPER, State College Station, Fargo, N. Dak.  
Meeting, Durham, N. H., August, 1929.

## AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY:

*President*, A. G. DUMEZ, Lombard and Green Streets, Baltimore, Md.  
*Secretary*, ZADA M. COOPER, 105½ South Clinton Street, Iowa City, Iowa.  
Meeting, Rapid City, S. Dak., August 26-27, 1929.

## AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS:

*President*, JOHN T. MADDEN, New York University, New York, N. Y.  
*Secretary*, WILLIAM A. RAWLES, Indiana University, Bloomington, Ind.  
Meeting, New York, N. Y., first week in May, 1929.

## AMERICAN ASSOCIATION OF VOCATIONAL COUNSELORS:

*President*, MACK STAUFFER, Dallas, Tex.  
*Secretary*, MARSHALL ALEXANDER, St. Paul, Minn.  
Meeting, St. Paul, Minn., September, 1929.

## AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND:

*President*, CALVIN S. GLOVER, 1545 Central Parkway, Cincinnati, Ohio.  
*Secretary*, STETSON K. RYAN, State Capitol, Hartford, Conn.  
Meeting, June, 1929.

## AMERICAN CHEMICAL SOCIETY, DIVISION OF CHEMICAL EDUCATION:

*President*, WILLIAM MCPHERSON, Ohio State University, Columbus, Ohio.  
*Secretary*, R. A. BAKER, Brown Hall, Syracuse University, Syracuse, N. Y.  
Meeting, Columbus, Ohio, April 29-May 4, 1929.

## AMERICAN CHILD HEALTH ASSOCIATION, 370 SEVENTH AVENUE, NEW YORK, N. Y.:

*President*, HERBERT HOOVER, Washington, D. C.  
*Secretary*, PHILIP VAN INGEN, 125 East Seventy-first Street, New York, N. Y.  
Meeting, Sayville, Long Island, N. Y., June 17-21, 1929.

## AMERICAN CLASSICAL LEAGUE:

*President*, R. V. D. MAGOFFIN, New York University, New York, N. Y.  
*Secretary*, ROLLIN H. TANNER, New York University, New York, N. Y.  
Meeting, Atlanta, Ga., June 28-July 4, 1929.

## AMERICAN FEDERATION OF ORGANIZATIONS FOR THE HARD OF HEARING:

*President*, HORACE NEWHART, 910 Donaldson Building, Minneapolis, Minn.  
*Secretary*, BETTY C. WRIGHT, 1601 Thirty-fifth Street, Washington, D. C.  
Meeting, Cleveland, Ohio, June 24-27, 1929.

## AMERICAN FEDERATION OF TEACHERS:

*President*, MARY C. BARKER, 685 Myrtle Street NE., Atlanta, Ga.  
*Secretary*, FLORENCE C. HANSON, 506 South Wabash Avenue, Chicago, Ill.  
Meeting, Memphis, Tenn., June 26-30, 1929.

## AMERICAN HOME ECONOMICS ASSOCIATION:

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Meeting, Boston, Mass., July 1-5, 1929.

## AMERICAN LIBRARY ASSOCIATION:

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Meeting, Washington, D. C., May 13-18, 1929.

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Meeting, New Haven, Conn., September 1-8, 1929.

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Meeting, Atlanta, Ga., June 26-July 4, 1929.

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Meeting, Cincinnati, Ohio, May 23-25, 1929.

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Meeting, Washington, D. C., May 13-18, 1929.

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Meeting, Washington, D. C., May, 1929.

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Meeting, Columbus, Ohio, June 18, 1929.

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Meeting, Chicago, Ill., May 10-11, 1929.

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Meeting, Chicago, Ill., June, 1929.

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Meeting, Urbana, Ill., May 16-17, 1929.

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*Secretary*, W. F. MCDANIEL, Box 752, Fort Dodge, Iowa.  
Meeting, Des Moines, Iowa, May 2-4, 1929.

## CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF:

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Meeting, Faribault, Minn., June 17, 1929.

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Meeting, Rochester, N. Y., April 29-May 3, 1929.

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Meeting, Hotel Statler, Buffalo, N. Y., April 24-26, 1929.

## NATIONAL ASSOCIATION OF PUBLIC SCHOOL BUSINESS OFFICIALS:

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Meeting, Trenton, N. J., May 21-24, 1929.

## NATIONAL ASSOCIATION OF VISITING TEACHERS:

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Meeting, San Francisco, Calif., June 26-July 3, 1929.

## NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION:

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Meeting, Toledo, Ohio, June 24-27, 1929.

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Meeting, San Francisco, Calif., June 26-July 3, 1929.

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Meeting, Washington, D. C., May 5-11, 1929.

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Meeting, New York, N. Y., May 1, 1929.

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Meeting, Atlanta, Ga., June 28-July 4, 1929.

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Meeting, San Francisco, Calif., June 25-29, 1929.

## NATIONAL SOCIETY FOR THE STUDY AND CORRECTION OF SPEECH DISORDERS:

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Meeting, Atlanta, Ga., June 28-July 4, 1929.

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Meeting, Austin, Tex., May 13-15, 1929.

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Meeting, Montreat, N. C., July 2-7, 1929.

## SCHOOL GARDEN ASSOCIATION OF AMERICA:

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Meeting, Atlanta, Ga., June 30-July 5, 1929.

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Meeting, Columbus, Ohio, June 19-22, 1929.

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Meeting, St. Louis, Mo., June 17-18, 1929.

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Meeting, Atlanta, Ga., June 28-July 4, 1929.

## WORLD COMMITTEE ON PEACE THROUGH EDUCATION:

*President*, P. W. KUO, 119 West Fifty-seventh Street, New York, N. Y.  
Meeting, Geneva, Switzerland, July 25-August 4, 1929.

## WORLD FEDERATION OF EDUCATION ASSOCIATIONS:

*President*, A. O. THOMAS, State House, Augusta, Me.  
*Secretary*, C. H. WILLIAMS, 101 Jesse Hall, Columbia, Mo.  
Meeting, Geneva, Switzerland, July 4-24, 1929.



## REWARD OF EDUCATION NOT MEASURED BY MONEY WAGES



**S**TATISTICS SHOW that as a rule educated men are paid somewhat in proportion to their education; the educated man has very great advantage in the attainment of good positions. I should be disposed to say, however, that, for the future, the man who is simply looking for bread and butter may get it more easily through other channels than through a learned career. But your answer must not rest upon these facts alone, for the pay or reward for a college education can not be measured in terms of money wages earned. The privilege of a higher education introduces the educated man to the possibility of earning things which may be infinitely more valuable than bread and butter or dollars and cents. If you seek the rewards which come to a man who dedicates his life to a highly learned occupation, you will find your great and immeasurable rewards in such things as these: The gratitude of humanity for service; the adventures, thrills, and triumphs of exploration in science, art, and industry; the pleasure of self-expression and satisfaction in the promulgation of your own ideas, as in teaching; the acquisition of social status; and the opportunity for satisfying your intellectual ambitions, for which many a man would pay a fortune.

—CARL E. SEASHORE



# SCHOOL LIFE

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June  
1929



MUSCULAR AND SOCIAL ACTIVITY FOR TWO-YEAR-OLD CHILDREN AT WASHINGTON CHILD RESEARCH CENTER

Published Monthly [except July  
and August] by the Department of the Interior  
Bureau of Education      v      v      v      v      v      v      v      Washington, D. C.

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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Bureau of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. Laura Underhill Kohn and Mrs. S. M. N. Marrs, the achievements of the National Congress of Parents and Teachers are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

SCHOOL LIFE is an official organ of the Department of the Interior, Bureau of Education. It is published monthly except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Bureau of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year. *Club Rate:* Fifty copies or more will be sent in bulk to one address at the rate of 35 cents a year each.



# SCHOOL LIFE

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Secretary of the Interior, RAY LYMAN WILBUR . . . . . Commissioner of Education, WILLIAM JOHN COOPER

VOL. XIV

WASHINGTON, D. C., JUNE, 1929

No. 10

## Organization of Secondary Education in Two Units of Four Years Each

*Such Organization Economical in Administration and in Accelerating Progress of Bright Students. Satisfactorily Provides Completion Courses for Semiprofessional Occupations. Affords Student Body Sufficient for Junior College Work in Places Too Small for Separate Colleges. Tends to Avoid Overlapping and to Facilitate Articulation. Necessity for Reorganization Generally Conceded*

By WM. JOHN COOPER

*United States Commissioner of Education*

AN ORGANIZATION of two secondary school units of four years each, preceded by a six-year elementary school, promises to meet satisfactorily the new demands made by American society on the secondary school, and as a scheme of administration it possesses distinct advantages.

For the average child the secondary school organized under a 4-4 plan allots the first unit to the period of early adolescence, and the second unit to the period of later (perhaps more exactly "middle") adolescence.

### *Intelligence Reaches Climax in Middle Adolescence*

"Middle adolescence," says Dr. Frederick Eby, in *The Nation's Schools* for February, 1929, "is the age of great decisions. The deepest decisions of life are confronted at this era, and permanent choices are made which determine the future, and affect every feature of the rapidly congealing personality. Nine-tenths of our youth settle at this stage their life attitude in regard to religious beliefs and practices. Ideals are never so pure, lofty, uncompromised, and imperative. The most enduring as well as the deepest friendships are formed, intelligence reaches its climax, and for all normal individuals the mating instinct with its secondary and associated phenomena begins to dominate the mind and will. It is above all others the era when the main feature of personality, the lifelong habits of thought and action are determined. Along with all these other decisions a final choice of

vocation is made, and the life career motive becomes the impelling force."

If a single school unit with trained staff could deal with this period of life, most beneficial results may be expected.

### *Economical in Money and in Time*

The 4-4 plan should effect economies in administration. In general only two administrative staffs will be required to do the work of the three engaged in a 3-3-2 organization. The cost of housing, also, especially in its maintenance and operation, should be considerably lessened. Moreover, the curricula of the lower unit are so different from that of the upper unit that highly specialized workrooms and laboratories will be required in the higher unit only. Likewise the libraries of the lower unit will be less expensive to purchase, to maintain, and to operate than they will in the upper unit. The 3-3-2 organization makes necessary two library organizations of the expensive type while the 4-4 necessitates but one. School auditoriums, stadia, cafeteria, and other service features are expensive. Any scheme affording opportunity to reduce these from three units to two must be considered advantageous.

The time of the student should be conserved in the 4-4 organization for several reasons. Two-year units afford almost no opportunity for the bright student to make rapid progress. The 3-year unit has not proven satisfactory in accelerating students because it is difficult for even a bright pupil to do three years'

work in two years and the peculiar prejudices of the high-school age work against graduating a student from a 3-year unit in two and one-half years. One of the major administration advantages of the old 4-year high school was that many pupils could be graduated in three years' time.

### *Completion Courses of Junior College Grade*

The 4-4 organization will enable the upper unit to render a distinctive educational service not now satisfactorily done in the public schools. I refer to education for the so-called "semiprofessions." Four years ago R. J. Leonard, director of the school of education, Teachers College, Columbia University, called attention to the fact that studies of occupations indicated that training for them belonged on different educational levels. Doctor Leonard suggested a permanent field for our proposed upper secondary unit. He said in part: "In so far as universities concern themselves with professional education, their efforts will be confined to the higher and highest levels. Those are the permanent university fields. No other institutions can perform these services satisfactorily. And, in so far as junior colleges concern themselves with occupational education, their efforts will be confined to the middle level and, in like manner, this will be their permanent field."

Studies by Leonard V. Koos in the fields of engineering, commerce, and agriculture, and by Frank Waters Thomas, who



carried Koos's engineering studies further, indicate that an upper secondary unit of the type proposed can make a real contribution. Koos listed 104 so-called engineering occupations and asked 100 deans of schools of engineering to designate which occupations were professional in character, requiring four years of college work, which were semiprofessional, requiring probably only 2 years of collegiate work, and which were on a trade level, requiring no collegiate work. In spite of much variation in opinion, approximately 50 per cent of the deans agreed that 43 of the 104 occupations belonged on the semiprofessional level, and 32 on the professional level.

#### *More Semiprofessional than Professional Occupations*

Thomas explains his investigation as follows: "In order to determine how the workers in engineering occupations were distributed among these groups, the writer undertook in 1926 an inquiry among large corporations in California which employed trained engineers. The two groups of occupations, segregated in accordance with the findings of Koos, were listed but with no suggestion that the first 43 of these were classified as semiprofessional and the remaining 32 as professional. These lists were sent to the employment managers of the 12 corporations carrying on the most extensive engineering projects in the State. Each was requested to indicate the number of men employed by his organization in each occupation listed. The replies in every case were prompt and carefully prepared. These showed 755 men employed in semiprofessional work, and 289 employed in fully professional engineering work."

Moreover, even the existence of numerous schools and colleges of business, commerce, engineering, etc., operated for private gain is sufficient evidence that a large field of education is inadequately served by the present public school system.

#### *Small Population Centers May Have Colleges*

Combining the two upper high school years with the two lower division college years should afford a large enough body of students to justify colleges in centers of population insufficient in size to maintain a 4-year liberal arts college or even a 2-year junior college. Of course we are still in the midst of a controversy between the college administrators regarding how many persons should go to college. Only two years ago Chancellor Lindley, of the University of Kansas, insisted that "in a democracy the chief duty of a college is to train for useful and intelligent citizenship the largest possible number of young men and women." If we approve this stand, we should note that college surveys, especially of the publicly supported colleges and universities, that have given

any consideration to the matter of students' residence are in agreement that a high correlation exists between attendance at college and the nearness of residence to the college.

#### *College Students Drawn from Neighboring Territory*

In the Texas educational survey, for example, where the survey staff divided the State into five groups of counties, the first fifth having the fewest college students per thousand population and ranging to the last fifth having the most students per thousand population, it was shown that the counties which have the least access to the State schools have the lowest percentage of college students per unit of population.

Studying the student population in 21 land-grant colleges scattered all over the United States from Rhode Island to Oregon, and from Michigan to Florida, Doctor Klein of the United States Bureau of Education in a study not yet published, finds that of a grand total of 63,177 students—

16,903 students live within 25 miles of college.

5,833 students live from 25 to 50 miles from college.

12,213 students live from 51 to 100 miles from college.

24,254 students live from 101 to 500 miles from college.

3,974 students live over 500 miles from college.

On a basis of these figures it is found that the homes of 26 per cent of the students enrolled in these colleges are located within 25 miles of the college; 36 per cent within 50 miles; 55 per cent within 100 miles; 38 per cent between 101 and 500 miles; and only 6 per cent more than 500 miles.

#### *Contributes to Efficient Articulation*

One of the serious problems of articulation between college and high school to-day is found in the duplication of courses. This overlapping can more readily be eliminated in a 4-year upper secondary unit than in the 2-year junior college or in the 4-year arts college. College men have been working on this problem ever since 1913, when President Angell of Yale justified the college in offering certain work of secondary grade in order that a student who had not obtained it in his high-school course might take it in college, but questioned the policy whereby the student "when once he is safely inside the college walls, finds himself set to doing right over again much which he has already done in school."

Doctor Koos studied the problem in 1922 from several points of view. First, he examined certain subject offerings in 86 colleges and 250 high schools. The

courses were classified as secondary, partly secondary, and collegiate. His findings were that, on the average, the freshman and sophomore offerings of the 86 colleges were to be classified 20 per cent as secondary, 25 per cent as partly secondary, and 55 per cent as collegiate.

Again, 200 students in the University of Minnesota enrolled in the freshman and sophomore years in the College of Science, Literature, and Arts, were asked to estimate the duplication of their high-school work in the various college subjects. The range of overlapping was found to vary from less than 1 per cent in occupational subjects, ancient languages, and mathematics, to 36 per cent in English. But an estimated average of 15 per cent duplication for all subjects was found to exist in the experiences of these 200 students.

#### *Some Objections Have Been Urged*

I think I should mention some of the objections that have been made to this 4-4 type of organization and some of the dangers or pitfalls that may be encountered in it.

An argument against the 6-4-4 plan is that the development of these colleges in great numbers will draw too heavily from well-established private and endowed institutions which are now doing good work. Dr. George H. Palmer of Harvard expressed this opinion in an article in *Atlantic Monthly* in April, 1927. Although there is some danger of this happening especially in the newer sections of the Nation, I believe no serious menace exists.

#### *Reorganize Some Colleges on Continental Plan*

The college population of the country has been increasing by leaps and bounds and it is a matter of common knowledge that all of the best private institutions have been compelled to put on rigid entrance requirements. The applicants for admission are far more than they can accept. And there will always be many parents who will desire for their children four years of liberal arts instruction prior to entrance upon professional schools and who will have the economic resources to give their children this additional education. To their needs the 4-year arts college will continue to minister. It is probably advisable for some of the present 4-year endowed colleges to reorganize in a way to perform primarily the functions of a continental university. When this is done the present upper division or senior college must undergo some fundamental changes. With this problem, however, this paper is not immediately concerned.

It is said that there is danger that local ambitions will lead to the creation of colleges of the new type where the



economic resources of the community are insufficient and the burden on the taxpayers will be too heavy. This, to be sure, must be carefully safeguarded by laws establishing minimum pupil enrollment and minimum assessed valuation for areas planning establishment of junior college districts. It may also be well for school research workers to establish the percentages of public funds which should be devoted to elementary and secondary and collegiate schooling in order that "community civic pride" may not abet a college in robbing the schools of lower rank of their just share of funds.

Precaution must be taken, too, lest the local college prematurely develops ambitions to do senior college work. I believe, however, that this is more likely to occur where the separate 2-year junior college exists. In his preliminary survey of secondary education in California, Koos discovered enough evidence of this tendency to lead him to sound a note of warning.

#### *Liberal Arts Curriculum May be Duplicated*

It is argued that the curriculum will be merely a duplication of the present liberal arts college curriculum. If this is a real danger it can be overcome by educational statesmanship on the part of those who administer the new schools. But if the liberal arts college curriculum is good for those who attend the 4-year colleges are we not justified in duplicating it in part for the benefit of students who must study near their own homes?

It is claimed, also, that the period of school life is not shortened by the new type of organization. Doctor Judd and his associates on the Commission on the Length of Elementary Education have made out a strong case for the shortening of the precollege period of education. I have already shown that able students can easily save two years of time in the 4-4 organization. A still larger number can save one year. It has also been shown that the present overlapping between high school and college is more readily eliminated through the new type of organization than it is through the older type.

#### *Enrichment Sometimes Better than Shortening*

I contend, however, that for a great many students in communities where the employment opportunities for young people are not plentiful and the average economic well-being of families is high the curriculum should be enriched rather than the school period shortened. For them this argument will not apply and if in time a degree is offered at the end of the upper 4-year unit, many students of inferior ability now struggling with senior college work for the sake of a degree will end their formal schooling with the junior college.

It is feared that the "amateur scholar" will disappear from American life. This argument also is advanced by Dr. George H. Palmer in the Atlantic Monthly article that I have quoted. As I have pointed out, 4-year liberal arts colleges are in little danger from the new institution. In return for whatever loss Doctor Palmer foresees we should have a larger percentage of our population possessors of two years more of liberal arts training than they now get.

#### *Need of Reorganization Generally Recognized*

It is generally agreed that our secondary school system needs reorganization. American life has changed significantly in the past half century. Immigration from Europe has brought new racial elements into the country; free western land is exhausted and it is no longer a possible outlet for those who fail in business; manufacturing processes have been profoundly changed by the development of machinery and the application of steam and electric power; concentration of control of industry in the hands of a relatively few managing corporations has practically been accomplished; widespread ownership of stocks and bonds of big industrial and business concerns has made "capitalists" of an ever-increasing percentage of our population; wages have increased and better standards of living have resulted, especially in the ranks of skilled labor; the movement of population from country to city has set in, increasing the population of many large cities at an astounding rate; and last but not least significant, the character of the home has seriously changed as a result of the urbanization of population and the widespread employment of women in industry and business.

#### *Social Changes Produce New Types*

Heretofore, important changes in society have resulted in new types of secondary schools. The present 4-year high school, for instance, resulted from changes in social conditions. Commenting on its development and the reasons therefor, E. P. Cubberley, in his *Public Education in the United States*, says: "As the colonial Latin grammar school had represented the educational needs of a society based on classes, and the academies had represented a transition period and marked the growth of a middle class, so the rising democracy of the second quarter of the nineteenth century now demanded and obtained the democratic high school, supported by the public and equally open to all, to meet the educational needs of a new society built on the basis of a new and aggressive democracy."

Although changes have occurred in the curricula of the high school, none is

comparable in scope and significance with the changes which have taken place in American life. Our high schools are called upon to-day to serve types of pupils never before enrolled in secondary schools. That the percentage of eligible age groups attending high school has been increasing at a most unprecedented rate is shown by the following table:

*High school population, and number and per cent enrolled in public high schools, 1890-1926*

Year	Population 14-17 in thousands	Enrollment in public high schools in thousands	Per cent column 3 is of column 2
1	2	3	4
1890.....	5,295	203	3.83
1900.....	6,163	519	8.43
1910.....	7,230	915	12.66
1915.....	7,483	1,329	17.76
1920.....	7,736	2,199	28.43
1926.....	8,040	3,757	46.73

From less than 4 per cent of the eligible age group enrolled in public high schools in 1890 the percentage has risen to nearly 47 per cent in 1926. Not more than 8 to 10 per cent of a given generation is required to fill all professional needs and all posts of directive and managerial types in business and industry. We must assume, therefore, that unless new types of schools are developed, the secondary school is unlikely to meet the real needs of all the pupils now demanding service of it.

#### *One Sixth Have Been Reorganized*

Experiments in the reorganization of the high school are going on all over the Nation and especially in the large cities and in those States where the average economic well-being is high. The Seventh Yearbook of the Department of Superintendence records the fact that approximately 16 per cent of all the public high schools in the United States in 1926 could be classed as "reorganized high schools." Seventy-two per cent of the cities of 100,000 population and more had reorganized their secondary schools by establishing junior high schools, and 61 per cent of the cities of population between 30,000 and 100,000 had taken similar action. The most common characteristic of "reorganized high schools" is a junior high school embracing usually the first three years of the secondary school period.

Simultaneously with the establishment of these junior high schools, however, has come an upward extension of the secondary school by the addition of "junior colleges." The studies of Koos and Whitney show that in the year 1921-22 there were 189 junior colleges, public and private, in the United States enrolling 16,121

(Continued on page 193)



# Growing Children are Studied at Washington Child Research Center

*Report of Activities of the First Year. Twenty-four Children From Two to Three and a Half Years Old Enrolled in Nursery School. Daily Regimen Includes Lunch and Afternoon Nap. Psychological and Social Investigations Conducted Without Interfering With Free Activity of Children. Independence and Social Adaptability Developed*

By MANDEL SHERMAN

*Director Washington Child Research Center*

WASHINGTON Child Research Center opened February 22, 1928. The purpose was to develop a center in which various Federal and private agencies in Washington and the vicinity could cooperate in the development of research projects and in the dissemination of information regarding development of children; also to bring together specialists with various viewpoints in the study of the growing child.

The following agencies cooperate with the center: Bureau of Home Economics, Committee on Child Development of the National Research Council, University of Maryland, George Washington University, United States Public Health Service, American Association of University Women, American Home Economics Association, and the Bureau of Education. Each organization is represented on the executive committee.

The center is divided into a nursery-school section for the study of normal young children, and a consultation section for problem children. In general the work may be divided into five phases: (1) Study of the development of normal young children in the nursery section; (2) study and treatment of problem children in the consultation section; (3) class teaching and parent education; (4) research; (5) cooperation with other institutions.

In the nursery-school section a group of 24 children ranging in age from two to three and a half years are enrolled. The prerequisite for entrance is at least average intelligence and the parents' assurance that they will cooperate in the program of the center.

The children attend daily from 9 a. m. to 4 or 5 p. m. A complete regimen is planned to include lunch and nap as part

of the routine of the nursery school. Four trained teachers supervise their activities during the day and psychological and social investigations are carried on by other workers. Play, food, and afternoon nap are taken into consideration when experimental studies are conducted. In other words, no study seriously interrupts a continuously normal environment. This allows for spontaneity of behavior since no artificial stimulation is necessary to bring out normal reactions. Every worker studying a problem first becomes acquainted with the children so that they may not react antagonistically nor with fear during the experiment.

In the past, observations of children were influenced by emotional and philosophical conceptions; attitudes were read into the minds of children. Not only was this true of parents and teachers, but of physicians and psychologists as well. A



Children set the tables and serve themselves. Behavior problems connected with eating habits are corrected



detached, experimental attitude toward children has been difficult to obtain. Furthermore, many people have been and still are somewhat dubious of experiments with children, for they misunder-

will get for him objects which he could not otherwise obtain. A mother often reports that she has tried many ways of eliminating temper tantrums—coaxing, reward, punishment—but despite her

nursery school the child is shown that his goal may be attained more quickly in other ways. If he persists in his tantrums, he is left entirely alone and soon learns that they are not profitable.

Probably the most important traits a child must learn are independence and social adaptability. He must rely upon himself and react to others without interfering with their rights. The routine of the center is arranged so that every child meets situations in which these traits can develop. During the lunch hour, for example, each child is responsible on certain days for the proper setting of the table; he must see that all children at the table are served. At home many parents help the child in his ordinary activities to such an extent that he is not able to learn to take care of himself. It is profitable to give a child definite chores and duties which stimulate and interest him. Children as young as 4 or 5 may be extremely useful in the home by taking care of themselves, thus allowing other members of the family more time for other things. Most mothers have little time for anything but the actual care of their children. As a result they do not allow them the proper exercise of their activities.



Right selection of equipment encourages social cooperation

stand the term and think of it in the light of possible harm. The center recognizes the need of cooperation of laymen in developing objective experimental procedures and has enlisted the aid of parents.

For a long time it was thought that children are born with mental predispositions, certain tendencies which determine the future of the child regardless of his experiences during early life. But it has been amply shown that the child at birth possesses little more than the capacity for physical development and intellectual growth. All of his characteristics develop as a result of training and experience. The first few years of life are extremely important, because it is during this time that the fundamentals of the child's personality are established. It is therefore necessary that training during the first few years of life be such that desirable personality traits develop. But methods of training must first be investigated by studying the various factors which determine a child's growth. Since personality is dependent upon environmental influences, the various factors in the environment must be analyzed before changes are instituted. Such investigations are extremely important, and the center is now devoting considerable time in analyzing various factors which influence a child's development.

#### *Children Learn Tantrums Not Profitable*

Emotional disturbances, such as temper tantrums and irritability, are not the result of inherent nervous weakness but of the method which a child adopts in attaining his desires. In other words, a child who uses temper tantrums to reach a goal has learned that this method

efforts the tantrums continue with greater frequency and intensity. In the treatment of temper tantrums at the



Unknown to the resting children an observer takes notes to supplement kymograph records



Growth is partially dependent upon proper stimulation and practice. Although it is generally accepted that the capacity for intellectual development is determined at birth recent experiments have shown that this inherent capacity fails to develop fully under poor environmental conditions. For example, dependent children placed in an improved environment develop intellectually at a greater rate than when left in an unsuitable environment. Furthermore, the earlier a child is placed in a good environment the greater is his increase of intelligence.

#### *Proper Environment Necessary to Development*

The development of children is favorably influenced by their social contacts outside their home. Social usefulness and productiveness are dependent upon the ability to adjust to new situations. When a child lives continually at home his reactions are restricted because he is meeting similar situations daily. Attendance at a nursery school allows him to learn gradually to adjust to new and interesting situations, many of which he will meet later in life.

Many personality characteristics are well established by the age of 2. These may be undesirable as well as desirable traits. By recognizing undesirable traits and changing the environment and the child's attitudes toward his behavior it is possible so to alter his personality that desirable traits are substituted for the undesirable. In this way the personality of the child not only is reestablished to better advantage but he is also given an opportunity to develop habits which will aid him in the establishment of more useful ones later on. Thus the nursery school places a great deal of emphasis upon the development of the personality of 2-year-olds, whereas little attention is ordinarily paid to this phase of development.

#### *Each Child Studied Periodically*

The personality of each child is studied on entrance and periodically later on. Three or four children are assigned to a member of the staff who is responsible for their progress. Weekly staff meetings are held at which the behavior and development of every child are discussed, and plans outlined for future treatment.

It is undoubtedly true that the personality of children who receive nursery school training develops more favorably than that of children who do not receive such training. One research student for the past year has been experimentally observing a number of children in the nursery school, as well as a number of children not in attendance. The results thus far indicate that desirable personality traits develop at a greater rate in children with nursery school training than in those who have not attended a nursery school and have never taken part in directed group

activity. Apparently a situation which requires group cooperation and the direction of a trained worker helps develop desirable social traits. Personality traits develop by a learning process. Partly by trial and error and partly by direction the child learns to utilize certain characteristics in social groups and to eliminate others. Learning desirable traits and discarding undesirable characteristics are fostered by group competition directed by trained workers.

Intelligence tests are given each child at the time of entrance and periodically throughout the year. Although some experimenters have concluded that attendance at a nursery school does not increase the rate of growth of intelligence others have found that a stimulating environment does increase this growth. Our own results indicate that the children of the nursery school have developed rapidly, possibly due to the constant stimulation which they receive in competitive play with individuals of their own age tending to increase their ingenuity and language ability.

The pediatrician is responsible for the physical condition of the children. Each child is examined on entrance and thereafter receives a hygienic examination each morning. If signs of a cold, fever, or any contagious disease are observed the child is immediately sent home and the family physician notified. The weight is recorded every two weeks by the nutritionist who regulates the amount of food intake of each child.

#### *Nutritional Condition is Carefully Measured*

Dietary records on form cards are made during the lunch period describing the manner of eating and type and amount of food eaten. On occasions a careful summary of the food intake is kept by the mother so that the nutritionist may have a better understanding of the child's nutritional condition. The nutritional condition of the children at the nursery school as measured by muscle tone, height, and weight is above that of children of the same age in the general population.

Cooperation of various specialists in outlining the program for each child has been found helpful because of the many factors influencing the development of undesirable habits. For example, in cases of poor nutrition, often accompanied by increased irritability, the nutritionist and pediatrician study the problem and institute changes to improve the child's physical and nutritional condition.

In general the program for the children is planned so that their physical and nutritional condition, their intellectual growth and personality may develop to the fullest extent. Conditions are provided which aid them to develop ingenuity and spontaneity and increase their independence and ability to solve problems.

The aim of the work with problem children is twofold, namely, service and research. Problem children below 10 years of age are accepted for diagnosis and study. They are referred to the center by many agencies and individuals, the public schools, hospital dispensaries and social service agencies, physicians, and psychologists.

Children who are likely to furnish material for special studies and for demonstration to classes in child behavior are accepted for 3-month periods. By enrolling these problem cases on a three months' basis it is possible to study each child carefully and to investigate the home conditions and the various environmental influences which the child meets. Thus the parents become integral members of the center and furnish valuable data. After an initial examination the child is asked to return at stated intervals whose frequency depends upon the type and severity of the problem. If necessary, the children stay at the center for several hours when continuous observation is desirable.

#### *Detailed History of Development and Behavior*

The examination of these children includes physical, psychological, and psychiatric investigation in addition to a study of dietary habits and nutritional condition. A detailed history of the development and behavior of each child is obtained and instructions are given to the parents for their observation of the child in a systematic manner. In this way it is possible to determine various factors otherwise often overlooked which influence behavior. When necessary a school history is obtained, and in all cases the principal or teacher is given a résumé of our findings and is requested to cooperate in the subsequent treatment.

A study of the behavior of parents is made in every case examined at the center. Fifty-seven problem children were studied during 1928, and in many cases it was found that the parents were the direct cause of the problem. Misinformation of parents was a particularly frequent cause of unsatisfactory training methods. Many children, for example, are misinformed by their parents regarding sex and religion, since parents are often hesitant about these subjects and do not allow their discussion.

Experiments at the center have shown that the development of the emotions is greatly influenced by training, and that heredity does not determine their development. The stimulating conditions which newborn infants meet determine their emotional reactions. Emotions develop by a process of learning similar to the learning of any habit. Although definite emotions can not be recognized until a child learns the use of language and comes in contact with other children and adults socially, the manner in which



he reacts to environmental stimuli even before he is a year old determines the way he will react emotionally later on. Thus every emotional disturbance can be traced to environmental conditions. This knowledge has been a great aid in the treatment of problem cases.

It is important to deal with the problems of children at an early age not only in order to eliminate these problems but also to develop characteristics which will obviate more serious difficulties later on. Most of the problems of adolescents and adults have their origin in experiences of early life; treatment, to be effective in preventing these problems, must be begun early.

A course in child development is offered in two sections, one for graduate students and one for undergraduates. The subject matter includes a review of the physiological, psychological, and psychiatric concepts of child development. In addition to regular class work clinical demonstrations of problem cases are given twice a week. Students in the department of psychology and education at the George Washington University and the University of Maryland make up most of this class. At present only 65 students can be accommodated, although considerably more than this number applied for registration.

#### *Laboratory Course in Home Economics*

A laboratory course is offered to students in home economics, small groups of from three to seven observing the activities of children in the nursery school. Most of these students are from the department of home economics education of the University of Maryland.

Individual conferences are held with parents of children who attend either the nursery school or the consultation section. In addition, parents of the nursery-school children meet at intervals to discuss problems common to most of them. During the spring of 1928 seven lecture conferences were held at which an average of 40 parents attended. These lectures were given by Dr. Louise Stanley, Chief of the United States Bureau of Home Economics; Dr. Grover Kempf, surgeon, United States Public Health Service; Christine Heinig and Dr. Mandel Sherman of the staff of the center. At the beginning of 1929 these lectures were discontinued and seminar meetings were arranged instead. At these meetings one or two parents review experimental literature on problems of childhood, after which a general discussion takes place.

#### *Fathers Attend Seminar Meetings*

It is encouraging that between 40 and 50 per cent of the attendance is made up of fathers. It is not yet possible to reach any definite conclusion regarding the influence of the parent education program

on the development of the children, although it has been generally observed that the changing attitudes of the parents have been beneficial, and have aided the workers at the center in dealing with home problems.

Regular study courses for mothers have been offered since the fall of 1928. These classes are conducted once a week, one by Miss Nell Boyd Taylor and one by Dr. Lois Hayden Meek, of the American Association of University Women.

Several studies are under way by members of the staff and research students. Some of these studies are conducted as part of the routine work of the center and others are special investigations.

#### *Flat Feet Related to Posture*

The relation between flat feet and posture and the effect of corrective training in developing the musculature and posture of young children are being studied by Dr. John C. Eckhardt and Christine Heinig. The degree of flat-footedness is measured by the footprint method—a series of footprints is made by allowing the child to walk over a lampblack surface onto newsprint paper. One group of children with poor footprints is given special training, while another group is allowed to continue in the ordinary way. It may thus be possible to determine the best method of training children with physical and postural defects.

The relation between nursery school training and changes in egocentricity is being studied by one of the fellows, Lucille Ezekiel. A group of children ranging from 2 to 3 years of age is studied to determine to what extent they show egocentric behavior and the effect of such behavior upon their social adjustment. It is generally assumed that egocentricity is modified by social contacts with other children.

#### *Phantasies Studied by Dictograph Method*

The types of spoken phantasies shown by children below 6 years of age and their relationship to conflicts is being investigated by dictograph method by Rita O'Grady, a research student. Systematic phantasies manifest themselves by frequent recurrence in almost identical form, and are closely related to conflicts. Casual phantasies are aroused by stimuli present at the moment and are unrelated to any definite conflict. Children with phantasies of this type are easily diverted from their phantasies and quickly return to active play.

A preliminary experiment on the relation between activity and appetite is under way by Helen Nebeker, the nutritionist. A child who exercises a great deal needs more food to keep up his weight than one who does not. Are we, therefore, justified in urging a child with a poor appetite to increase his activity on the assumption that it will increase his appetite? Thus

far the results indicate that appetite is not related to degree of activity.

The relation between food intake at lunch and afternoon sleep is also being studied. Sleep is judged from kymograph records indicating the depth of sleep and from time records kept by the teachers.

The character and duration of the afternoon sleep of young children is under investigation by Dr. Mandel Sherman. This study was designed to determine the relation between degree of activity during indoor and outdoor play and the character and duration of afternoon sleep, and the relation between duration of the waking period before sleep and the length of the afternoon sleep. The character and duration of sleep are recorded by an apparatus attached to the head of the bed which connects with the arm of a tambour that moves on a smoked kymograph. A timer is also attached to the kymograph so that 30-second intervals are recorded.

It has been found that the activity of the child during play does not determine the character or duration of the afternoon sleep. There is some indication that the less active the child during morning play the less restless and the longer is the afternoon sleep.

#### *No Emotional Responses in Newborn Infants*

The development of emotional responses of infants and young children is studied by Dr. Mandel Sherman. The subjects are newborn infants and children ranging in age from several hours to two and a half years. It has been shown that the newborn infant displays no distinct emotions. Any sudden stimulus of sufficient intensity arouses chaotic and aimless responses which become more definite as the child grows older, particularly after he has begun to make social contacts and begins to express himself by language.

The relation between nursery-school training and the development of personality is studied by Elizabeth Walsh, a research student. All of the children in the nursery school were examined upon entrance and have been given several reexaminations. In addition a control group with no nursery-school training is being tested. The results thus far indicate that nursery-school training definitely develops desirable social personality traits in young children.

The center has been working closely with other institutions interested in children. In addition to the many agencies which refer children to the center, institutions caring for children have availed themselves of our consultation service. The center is also open to anyone wishing to carry on research with young children. The cooperation of governmental and private agencies has stimulated varied investigations which when correlated furnish valuable data concerning the child.



# Parent-Teacher Associations Partners in Higher Education

*Fine Type of Cooperation Has Been Developed, and College Authorities Welcome It. Service, Built Upon Understanding of Students' Needs, Includes Attention During Illness and Encouraging Participation in Social Life of Community*

By CLOYD HECK MARVIN

*President George Washington University*

EARLY UNIVERSITIES of this country had the active cooperation of the communities they sought to serve through the church. The earliest elementary schools were those which were of the home and had the immediate supervision and cooperation not only of the common assembly but of the home itself. Modern education seems to have swung far from this conception and one of the most encouraging aspects of the recent trend in the field of education has been the inception and development of parental cooperation. This has taken the form of the organization of the Parent-Teacher Associations.

The growth of the movement has been phenomenal and its value is attested by a clearer conception of the objective of education on the part of the parent, and an increased understanding of student problems and their social background on the part of the teacher and school authorities. The parent is coming to have a better understanding concerning the modern educational movements, and the teacher a better understanding of the problem of the modern home and its rapidly changing social background.

Until recently parent-teacher activities were confined to grade and high-school work. There is now being developed a college parent-teacher association which extends this fine type of cooperation into the field of higher education.

## *Vital Part of Educational System*

College authorities have welcomed this incursion into their territory. In many instances they have gone so far as to include in the teacher-training courses offered some study of the work of parent-teacher associations. Many graduate students are using the parent-teacher motif as the subject of research leading to advanced degrees. The parent-teacher movement has come to be recognized as a vital part of the educational system.

The college and university cooperative movement has two distinct aspects, the service phase, which was first emphasized, and the phase of education for parenthood. The latter is perhaps the more important and far reaching, for after all, the intelli-

gence of parents about the business of being parents is one of the fundamentals of the educational program. Upon it depends the future well-being of our race. Modern society allows no place for the conception of a child as property to be dealt with as such. It is this attitude that has been responsible for many misfits and failures in life. The efforts of parents to compel their sons to be something that they want them to be, rather than what the sons themselves are fit for or ought to be, constitutes the cause of failure—and of mishavior—in college, in more instances than ordinarily is thought to be the case.

## *College Gates not the Only Avenue*

The social viewpoint that it is the thing to send a child to college is passing, for no young man or woman ought to enter the gates of a college unless the four years he spends there will mean more to him than four years spent anywhere else. Parents should recognize that there are many other avenues through which to approach life's responsibilities than the gates of a college or a university. In many instances the young man or woman is placed upon the list of the preferred school long before the parent has any idea of whether that particular school will mean most in the development of the life of the child.

The parent of to-day must of necessity look upon the young person as a personality, an individual, who has come into his life that he might be helped to develop in his natural bent. To coerce the youth into any particular mold without regard to his capability and preferences is no longer regarded as wise or productive of the results needed in society. The need of modern society is for a well disciplined person who volitionally fits himself into the demands of the day. This is a creative person and not a molded one. In the scheme of exact and strenuous competition such a plan is necessary.

Recognizing that many of the parents are deeply interested in these principles, a number of the institutions of higher learning throughout the country are establishing courses for parental education and for knowledge of the parent-teacher movement that parents may rightly inform themselves as to how to

serve best the educational forces of the community. Columbia University was the first to introduce a course in the educational aspects of the parent-teacher movement. The University of Georgia for the past five years has given such a course in its summer session. This year the George Washington University introduces such courses into its regular curricula. Each year the number of institutions offering such courses has increased until in the current year 18 colleges and universities are offering credit courses and 7 are offering non-credit courses in these fields.

## *Aid the Solution of Student Problems*

The service phase of the parent-teacher college cooperative movement concerns itself with aiding in the solution of student problems. Parent-teacher associations in colleges attempt to serve through developing a spirit of understanding of social problems, an attitude of hospitality on the part of the community, and a fine spirit of partnership of the members of the community, students, and the university authorities. This is at once appreciated by the three cooperating groups. Through well-planned programs and activities the associations have become a means of communication between the college authorities and the public, furnishing many helps to the student body, such as scholarships, financial aid, good living quarters, attention in illness and contacts with the home life of the community.

The programs of a college parent-teacher association are built upon the interest of the members in college life and in problems confronting young people of college age. It is interesting to note that wherever such associations have been formed, more important than the monthly programs are the activities of the association in looking after the welfare of the students. The college parent-teacher association movement originated with the establishment of the Mothers' Club of Stanford University and it would be unfair for me to pass over this movement without mentioning the name of Mrs. J. W. Bingham who more recently has been the national chairman of the college section of the National Congress of Parents and Teachers. The movement has been largely developed in western institutions until at the present time there are about 30 well-organized groups.

## *Theirs is a Wide Field of Usefulness*

An account of the activities during the year of a typical group may serve to illustrate its wide field of usefulness. Monthly meetings were held with speeches on some subject regarding the college affairs. Social meetings were held from time to time for the purpose of raising funds for



scholarships and financial aid, and for helping students who need assistance in various ways. The club gave one scholarship of \$300 and administered a loan fund of \$75. The housing committee inspected all rooms listed for rental to students, rejecting all that did not come up to certain standards, and thus helped the University authorities in one of their most difficult problems, housing students. Sick students were visited at the hospital and supplied with reading matter and other comforts. Convalescent students were cared for in private homes. At Thanksgiving and Christmas all freshmen not otherwise provided for received invitations to dinner in private homes.

Every opportunity was taken to make foreign students feel at home. Suitable work was provided for students working their way through college. Certain students were provided with articles of furniture for their rooms. The latest project of the club was to establish a convalescent or nursing home for students after they were dismissed from the hospital but before they were well enough to take their places in the dormitories or in the fraternity houses. The club planned to admit those students free who were unable to pay the small fee that would be charged.

We can thus see that the possibilities for service, inherent in the parent-teachers' cooperative movement, are varied and numerous. We can see what advantages may accrue when parents and educational institutions cooperate for the development of the personal and social life of the students. The movement as such is just in its beginning and those who are interested in its development are pointing the way to the fulfilling of a vital need and the development of the final cooperative unit in our formal educational program.



### Value of Kindergarten and Kindergarten Extension

The value of the training received in the kindergarten and kindergarten extension classes has been a moot question since the establishment of these classes. During the past year I made a study of the age-grade progress reports of the present 4B grade in the schools of these districts [Nos. 43 and 44] with the view to finding out the relative progress of pupils receiving this training and of those not receiving it. My survey showed that the children having had both kindergarten and kindergarten extension training made the best progress, and those having kindergarten training only made better progress than those who entered school in the 1A grade.—Charles E. O'Neill, district superintendent of schools, New York City.

## Will Ask for Commission to Study Instruction by Radio

*Secretary of the Interior Holds Conference to Consider Possibilities of Radio in Formal Instruction. Will Ask President to Name a Commission to Make Searching Scientific Investigation. Radio too Useful to be Monopolized by Commerce*

By HENRY RIDGELY EVANS

*Editorial Division, Bureau of Education*

WHAT PART, if any, the Federal Government should take in furthering radio to supplement the regular courses of study in the schools was the topic of a conference called by Ray Lyman Wilbur, Secretary of the Interior, and held in his office May 24, 1929. The conference was attended by representatives of the National Broadcasting Co., and the Columbia Broadcasting System; Chairman Ira E. Robison and Commissioner Harold A. Lafount, of the Federal Radio Commission; Dr. Wm. John Cooper, United States Commissioner of Education; H. Robinson Shipherd, secretary of the Business Training Corporation, New York; Dr. J. W. Crabtree, secretary of the National Education Association; S. D. Shankland, executive secretary of the Department of Superintendence, National Education Association, and others.

Secretary Wilbur, in stating the object of the conference, stressed the importance of radio as a factor in education. "Our public," he said, "is getting more ear-minded through the radio. An entirely new tool for education has come into being to supplement the work of the school. First used as a toy for entertainment and amusement, it has gradually become a potent influence in the world, for good or evil. The most searching scientific study should be made as to the best way in which the radio can find its place in education. It should pass out of the toy stage into community and domestic use."

Doctor Cooper, Commissioner of Education, stated that some effective work in radio is carried out in the schools of Oakland, Calif., and Secretary Wilbur cited the fact that good reactions in civics and government had been obtained from public-school children in Washington, D. C. Many other instances of such instruction were mentioned.

John W. Ellsworth, of the National Broadcasting Co., stated that Walter Damrosch last year gave a series of concerts on Friday mornings which had been broadcast to schools of the third and fourth grades to increase appreciation of high-grade musical compositions, and that other educational features were being worked out for his corporation by a progressive school superintendent. Five

thousand congratulatory letters a week, he said, had been received from those who had heard the Damrosch concerts. "Can radio take the place of the face-to-face teacher?" remarked Mr. Ellsworth. "No; it is supplementary. Let the educators determine how we can be useful, and we will welcome their suggestions."

William S. Paley, president of the Columbia Broadcasting System, thought that good work could be accomplished in primary and secondary grades through the medium of radio, and cited the work of his corporation in story-telling, music, history, geography, science, hygiene, spelling games, etc.

Chairman Robinson, of the Federal Radio Commission, after praising the work already accomplished by the broadcasting companies, asked the question: "Shall we leave educational broadcasting to the commercial companies, or shall the Federal Government establish a central station of its own for that purpose?" "The time has come," he said, "when radio should not be directed merely for commercial purposes, but for the nationwide interests of civic and character training. There should be, I think, some kind of supervision, at least, by the Federal Government along these lines. Through the Bureau of Education of the Department of the Interior the scattered efforts of private enterprises could be coordinated." Judge Robinson also discussed the practicability of the States owning their own stations for broadcasting educational material to their schools.

Mr. Shipherd considered the advisability of a Federal commission on educational broadcasting to cooperate with the National Education Association and the colleges and universities.

Although no definite conclusions were formulated at the conference, the discussions were provocative of many fruitful exchanges of opinion. It was finally recommended that a commission should be appointed to study the problems involved in the program presented by the Secretary of the Interior. Secretary Wilbur declared that he would recommend to the President of the United States that he consider the advisability of appointing a commission to investigate the subject.



# SCHOOL LIFE

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Editor - - - - - JAMES C. BOYKIN

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JUNE, 1929

## Is Teaching a Profession?

THIS TOPIC leads us to consider some of the differences between those callings which may be termed trades and those which may be termed professions.

We should consider first the nature of the activities themselves. A trade is usually concerned with material things, stone, brick, wood, various metals, etc., while in general a professional calling is concerned with relationships. The minister deals with the relationships between the Creator and the creature; the lawyer with relationships between man and society or man and man; the medical man with relationships between the individual and the principle of health. In so far as teaching gets away from mere assigning of problems, checking of answers, hearing of lessons, and becomes concerned with the development of human beings and their adjustments to their physical and social environments, it partakes of a profession.

The second item of importance has to do with the nature of training demanded, and the time required for it. A trade is concerned with a certain body of facts, most of which can be learned in a short time and with the acquisition of a reasonable degree of skill. It may be subjected to a great many rules of thumb, applied over and over again. A profession, on the other hand, requires for its successful practice a rich background of science, a familiarity with a great many individual cases and the development of judgment which enables one to handle in entirely different ways two situations which seem to the superficial observer to be identical.

In the third place comes the nature of the reward. In general, professional service receives higher financial return than trade service does. There is wider variation in the payment made to practitioners of the professions, some receiving very high returns and others very meager returns. This is in part due to the fact that society looks upon the tradesman as one who is entitled to the full cash value of his work, but upon the professional worker as one who does not expect this. No physician asks the patient whose life he has saved to pay him the cash value

of that life. Society recognizes the right of the tradesman to earn his living by his trade and in many cases protects him in the ownership of his tools against all comers. A professional worker, however, has to be licensed by the State and this license may be taken away when the State feels that it is to its own interest to take it away. Professional workers, therefore, are socially more favored.

It is obvious that teaching is capable of becoming a profession so far as the nature of the service is concerned, provided the period of training is lengthened and the science behind it is mastered. It may be asked if it can ever rank with the other professions either in financial returns or social esteem. It can not rank with the other professions in financial returns largely because teachers are in the public service, and it is not expected that the public shall pay what a private employer should pay for service of equal worth.

The poor standing of the teaching profession in social esteem has been largely due to the teachers themselves. It can be corrected only by a change in the attitude of those of us who enter it. So long as we do not respect our own calling others will not respect it.—W. J. C.



## Teaching for Children of Isolated Government Employees

CORRESPONDENCE instruction will be offered by the United States Bureau of Education to children of Government employees in isolated stations. This service will begin in the autumn, and will cover any of the primary or secondary grades for which there is demand. No charge will be made for it.

The number of children who will benefit by instruction of this type is not yet definitely known; but it is understood that many lighthouse keepers, Coast Guard employees, forest rangers, officers and enlisted men of the Army and Navy have their families with them in places to which established schools are not accessible. The instruction by correspondence which is contemplated is an effort to overcome, in a measure, the disadvantages that must be met by Government employees who are sent to isolated posts.

Teaching by correspondence is not by any means a recent invention. It is as old as written communication. Cicero's *De Officiis* comprised a series of letters written for the instruction of his son Marcus. Lord Chesterfield's *Letters* to his Son gave instruction of another type by the same method. William Cobbett, an Englishman famous as an agitator a hundred years ago, wrote a series of letters to his son, James Paul, which when combined formed a complete grammar of the

English language. Published in book form they had a tremendous sale. Charles Toussaint and Gustav Langenscheidt were, however, the originators of the correspondence school of the modern type. Their school of languages, established in Berlin in 1856, was for many years extraordinarily successful.

Organized correspondence instruction in America was effectively begun by the Chautauqua (N. Y.) Assembly in 1882. Chautauqua University was chartered by the Legislature of the State of New York in 1885, and until 1900 a faculty of able men gave excellent instruction by correspondence to about 300 students a year. Since that time a large number of commercial concerns have been organized for instruction by mail, and many of the foremost universities of the country now offer correspondence courses as an important part of their extension work.

Excepting the public higher institutions and the military and naval services, governmental agencies in this country have rarely attempted to give instruction by this method. The States of Australia have done much of it. The large area and sparse population of Australia have made popular education a serious problem, and many plans have been tried to reach the widely scattered children.

SCHOOL LIFE of June, 1927, contained a full description of the methods and the extent of correspondence teaching in Western Australia, and other numbers published in that year described similar work in other Australian States. Twenty-six trained and experienced teachers were employed in 1927 for the correspondence work in Western Australia, and they gave to 1,296 students instruction which would have been impossible to them in any other way. The new undertaking of the Bureau of Education was suggested by the success of the Australians.

In an address before the National Grange in Washington recently, the Commissioner of Education suggested correspondence as a regular method of teaching children remote from schools. He expressed the belief that many State departments of education can economically maintain correspondence divisions, which especially if supplemented by radio, can give to children attending small schools a better grade of teaching than they now get; and children so isolated that they now receive no educational attention whatever can thus receive reasonably efficient instruction.

When the machinery is in operation for teaching children of isolated Government employees, it is possible, the commissioner suggests, that officers of States and Territory not ready to install their own systems of correspondence lessons may be able to obtain the cooperation of the Department of the Interior.



# What Should be the Size of a Secondary School for Maximum Efficiency?

*Majority of High Schools Too Small to Meet Community Needs. Only in Large Schools Can Differentiation be Achieved Economically. Principal of a School of 3,000 Can Not Know All Pupils but Can so Organize the School That Some One Does. Mounting Enrollments are Making Education for the Masses Possible*

By MILO H. STUART

*Principal, Arsenal Technical Schools, Indianapolis, Ind.*

AMAZING developments of the past years have been a constant challenge to the mind to adjust itself to the increasing magnitude of the units with which we deal. When the steam-propelled locomotive was presented to the public it was declared impractical by many who believed that the human machine could not stand to be propelled through space at a speed of 20 miles per hour. The 50-story skyscraper of to-day was considered a wild idea by our grandfathers.

Fifty years ago, students of developments in industry believed that concentration and consolidation of enterprises was a movement which would soon reach its limits. As they then saw it, the human mind could not cope with the problems of an organization too vast. The billion dollar corporation was but a myth. The years have proved how narrow was such vision. The human machine endures a speed of 200 miles per hour; the 50-story skyscraper is but a beginning; the billion dollar corporation is a commonplace. We are beginning to see that these are but introductory to an entirely new régime of living.

## *Big Enrollment in Many High Schools*

It is now necessary to make some adjustments in our thought regarding certain phases of our educational organization. Fifty years ago the college of 1,000 students was in the upper limit in the tables of enrollment. To-day enrollments of 5,000 are usual and the student body of 10,000 is not a rarity. It is but a few years since a high school of 500 students was the exception; to-day the country is dotted with high schools whose enrollments are in the thousands.

These changes raise some significant questions concerning school organization and control. Is there any relation between size of the school and its efficiency? Is there a limit of enrollment which is too low for effective operation? On the other hand is there an upper limit, beyond which the effectiveness of a school will decrease? If there are such limits, what sets them?

Upon what facts might they be determined? Are judgments upon the question which may have been pronounced up to this time based upon fact or upon mere conservative opinion? This article can not settle the question of size of our secondary schools; that will remain for future years of research and experience. It may be possible, however, to point out certain facts which we now know concerning education that upset our traditional attitudes upon this question.

## *Most Schools are Too Small*

First, there seems to be an abundance of evidence that a high school can be too small; furthermore, that the greater number of our high schools are in fact too small to meet community needs. According to the report of the Indiana Educational Commission as published by the General Education Board in 1923 there were in Indiana, in 1920-21, 662 4-year high schools. Of this number, one-third enrolled in 1920-21 not more than 50 pupils each, and three-fourths not more than 100 pupils each. In the discussion of the problem of these schools to offer an adequately differentiated curriculum the report declares, "The net results are inferior education for children, overburdened teachers, and an unjustifiable drain on financial resources"; the report points out that in the school year mentioned above the average cost per pupil enrolled, for all high schools, was \$123. But of 225 high schools which enrolled not more than 50 pupils each, 85 showed a cost per pupil enrolled of more than \$150; of 22 a per pupil cost above \$200.

These costs prevailed despite the fact that the curriculum was narrow, the teachers overburdened with varieties of assignments, many of them teaching in fields for which they were poorly prepared and at a far lower salary than teachers who were employed in larger schools where total per capita costs were markedly less. The chapter on High Schools in Indiana carries a conclusion with a significant statement—

A new high-school period is at hand, the period of effective organization and administration. Standards governing the establishment and control of high schools

need to be raised, the high-school term must be lengthened, curricula must be simplified, better prepared teachers should be required, small high schools should be eliminated or consolidated, adequate supervision provided, and high-school cost kept to a minimum.

It takes but a superficial analysis of this report to see that the question of the size of the secondary school is the crux of the entire situation. Standards can not be raised, teachers can not be paid more, the term can not be lengthened, and financial costs kept down all at the same time, unless one thing happens—the secondary school unit be made larger.

A valuable article in *SCHOOL LIFE*, March, 1929, by E. J. Ashbaugh, assistant director of the Bureau of Educational Research of Ohio State University, presents a similar picture for the State of Ohio. Of 1,027 high schools in the State, in the school year of 1927-28, 849 were classified as rural schools. Of these 849 schools, 73.7 per cent had an enrollment of fewer than 100 pupils. In these schools the median class size was but 14.6. Fifty-seven per cent of all classes in these schools had an enrollment of 15 or fewer per class.

## *Economical Operation Impossible in Small Schools*

In other words, more than one-half of all classes in more than three-fifths of the high schools in the State of Ohio had an enrollment so small that economical operation of these schools was impossible. In such schools it was impossible to keep the size of classes beyond the first year at anything approaching a thrifty basis. The median size of even second year Latin classes was less than 10. Of course it is impossible to keep down costs of instruction with such conditions prevailing. Under such conditions it is impossible to offer a curriculum which will care for individual interests and aptitudes of pupils. In his conclusion Mr. Ashbaugh says—

Can we really consider that an opportunity for secondary education in the modern meaning of that term is offered the boys and girls of our rural communities when the schools are such as have been indicated in this report? That good academic work is done in many of them is not questioned, but a rich curriculum, experienced teachers, and the opportunities for social education which are possible with larger numbers, are conspicuously absent in fully one-half of these schools.

Publication sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson chairman; C. A. Jessen, secretary.



The fact that classes are so small might appear to be a distinct advantage were it not that recent investigations on this subject upset our traditional beliefs on this question. The studies of Hudelson, of Minnesota, and of Stephenson, of Ohio, bear out the statement that small classes have no advantage and there is evidence that meager numbers may be a handicap. A late thesis on the Relation of the Size of the Class to the Efficiency of Teaching, by D. A. Bates, an abstract of which appears in bulletin 24 of the department of secondary school principals of the National Education Association, indicates that large classes are a decided advantage.

#### *Superior Achievement in Large Classes*

A comparison of the achievement of classes of 22 with classes of 40 showed a marked superiority of achievement for the latter. Both teachers and pupils in large classes were observed to be more alert than in small ones. Pupils in large classes were more attentive. The author of the thesis further avers that apparently pupils learn more effective methods of work in large classes, some of which later carries over when they are transferred to small classes.

If these investigations are sound, the implications are significant. Not only is the present organization which makes the small class a necessity costing too much in terms of dollars, but it is costing in terms of true teaching efficiency. It might be that a large proportion of our pupils are in classes which are too small to stimulate the best work. If such is true, then the loss is greater than a financial one.

#### *Curriculum Simplification is Erroneous*

It becomes apparent therefore that the solution of the biggest problems of an effective program of secondary education rests in a study of the size of the secondary school unit. Suggestions have come from some quarters that the way out lies in simplification of the curriculum in the small school. This might be a way out financially, but it is far from a solution educationally. To simplify the curriculum of the secondary school may be an expedient but it is only that. If there is one principle of secondary education which modern thought has contributed and which should be observed, it is recognition of individual differences. Simplification of curriculum cuts counter to sound practice in this respect. It is not simplification of curriculum that we need; it is creation of conditions which will make possible increasing variety and combination of courses. Only thus can the range of individual differences which present themselves to the high school to-day be served.

There is not a high-school principal in the country today who is alert to the varieties of interests of his pupils who does not feel the inadequacy of his offerings. Special abilities in art, music, home craft, mechanics, still must in a large measure remain unserved. For example, in a high school population of 1,000 it is not likely that there are more than two or three pupils who are sufficiently talented to warrant more than one year of training in commercial art. But there will be two or three. A high school of a thousand students can not economically provide any special or advanced instruction for these pupils. They must be shunted into some other line of work or find training in their special interest elsewhere. The one factor which prevents caring for these pupils is limitation of enrollment. This is but one example in one field. Every principal knows how persistent is the problem.

#### *Unnecessary to Fix Absolute Number*

But if high schools thus are too small, the question naturally comes, How large should they be? Should they have 200 pupils, 400, 1,000, 2,000, 4,000, or 10,000? As a matter of fact the question is not one of fixing an absolute number, it is one of determining whether the school can economically serve the variety of individual interests and abilities of a student body. In a community where all pupils will prepare for college, if there be such, and for a particular college, it might be that a high school of 200 pupils would be as effective as any. A straight 4-year academic course could be formulated, without elections, and all pupils thus be adequately served.

But in our larger cities, where the interests of our people are diverse, their occupational objectives are infinite in number and variety and a school of small enrollment can not do what it should do. It seems that the principle should prevail that the unit should be large enough to make reasonable provision for development of all forms of ability without undue cost. If this principle is followed, it will mean that in our cities particularly we shall soon evolve plans for schools with enrollments far beyond anything which now exists. Unless this is done, one of two things must happen. Either blind ourselves to the principle of individual differences, or conduct our schools on a basis of useless financial waste. It is inconceivable that we shall permit either to happen.

#### *Efficiency Follows Centralization and Specialization*

It is more reasonable to believe that we shall recognize that educational progress will be attended by the same development as has taken place in industry—consolidation, centralization, specializa-

tion—with the resulting efficiency and economy. To think to-day in terms of school units of any particular size has no warrant in facts of scientific study, or in the facts of the trend of all our other social institutions.

The natural processes of society are in fact creating large high schools faster than we realize. The large school with an enrollment of 3,000 is not at all unusual to-day. The development has taken place in the past decade, and to those whose training was in schools of but a few pupils, these large institutions are a puzzle. Naturally they believe they are too big. These beliefs take the following form: First, that the big school is "unwieldy;" second, that pupils can not get individual attention.

#### *What Constitutes Unwieldiness?*

It is impossible to discuss either of these propositions without presenting both sides of the shield. What is meant by the phrase that the big school is unwieldy is never fully explained. In popular parlance, however, unwieldiness is something that is wrong with a big school. Big ocean liners are unwieldy, but that has never been advanced as sufficient reason for cutting down their size. In fact, specifications grow more vast with every vessel put afloat.

It is true that as schools increase in size the problems of their management multiply and tax the powers of administration. But there is every reason to believe that education can produce administrators who can cope with its development as well as can industry. To get the advantages of a small school in a big one is a big administrative problem. Nevertheless, it is effectively done to-day from one end of the country to the other. There is no reason to believe that increase of enrollment is outstripping ingenuity of management. Good pilots bring big ships to shore as easily as they do small ones.

#### *Differentiation Possible Only in Large Schools*

What happens to the pupil in the big school is after all the important question. To the outsider the big school is a machine. The great fear is that education becomes mechanized and standardized and that the product loses individuality. In this respect the small school as contrasted with the large one presents an interesting paradox. It is only the large school which can avoid standardizing its product. The small school can have but a set program to which all must conform. The large school can have a variety of courses and activities which will bring out the talents of all. Only in the large school can differentiation of classes according to ability be economically administered on any but a limited scale. In fact, it is only when a student body becomes reasonably



large that program making, scheduling, and curriculum construction can be administered so as to meet individual needs. It is the small school with one course which is the chief offender in mechanizing education. But the school and its management are not to blame; the fault lies in the régime which encourages it to exist.

#### *Acquaintance With Principal not Essential*

The picture which the public carries of the relation of the principal to the large school is disturbing. Oftimes the opinion is expressed that the principal of a school of 3,000 can not know his pupils. That is admitted. But the same is as true of a school of 1,000 as it is of one of 3,000. If the idea is to prevail that the principal should know all his pupils, then the school must be limited to a few hundred at the most. It is not that the principal must himself know all his pupils, but he must see to it that there is an organization in which there is some one who does. And the increase of numbers can be, in fact, an advantage.

In every high school of the modern day pupils are so apportioned and classified that a sponsor is assigned to a small group usually not exceeding 30 in number. This teacher is picked for her skill and ability in coping with personal problems of pupils, for her judgment and tact in establishing fine home relationships.

Throughout the large high schools of the country such exceptional teachers are studying the pupils who come to them in this capacity. They know the interests, aptitudes, and ambitions of each and everyone. The pupils on the other hand recognize them as skilled and sympathetic advisors.

The fine thing about it all is that these teachers, after they find out about the abilities of their pupils can do something about it. They have courses in which their pupils are interested in which to place them. After all it does little good to know about our pupils' ambitions and hopes if we have nothing to give. And it is only in the institution of large numbers that this becomes possible. Individual needs are not lost sight of in large schools; the pupil is not lost sight of; but rather with the combined agencies of personal counsel, departments of research, differentiated classes, special curricula, the pupil can be put in an environment where every need can be met.

#### *Large School Does Not Mean Impersonality*

The fact that the school is large does not mean impersonality in the teaching process. So long as accrediting agencies such as the North Central Association of Secondary Schools hold to a pupil-teacher ratio of 1 to 25 there will be plenty of teachers to man the job. In any school,

large or small, the welfare of a given pupil is in the hands of four class teachers and a sponsor teacher, whatever his title may be.

To urge that institutions be permitted to become large for the sake of mere bigness, for the interesting spectacles which they might become, is without basis. But to bespeak a hearing for conditions which will enable schools to do their best work is another matter. It is easy for the public to picture mounting enrollments of our schools as a movement which might defeat the fundamental aims of education. The happy fact is that these mounting enrollments are making possible true education for the masses. As the number grows we can refine our methods of classification, we can group our pupils more advantageously, we can do our work better, and certainly we can do it much more economically. The education of the masses will not be education in mass; it will be education which will meet the particular need of every individual—no matter how peculiar that may be.



## Secondary Education in Two Four-year Units

*(Continued from page 183)*

students. In 1927-28 there were 382 such colleges enrolling 44,372 students. This is an increase of more than 100 per cent in the number of these colleges and approximately 275 per cent in enrollment in them in a period of only six years.

#### *Academic Standards Have Steadily Advanced*

Studies of the curriculum in colleges and secondary schools indicate remarkable shifts in age groups and studies pursued. Koos, in *The American Secondary School*, called attention to the tendency of colleges during the past 100 years to raise the average age of entrance by increasing the number of units required for entering. His studies of the catalogues of Amherst, Williams, and Yale, at six intervals of about 20 years each, beginning in 1825 and ending in 1920, indicate that many subjects given in the third and fourth college years a century ago have been moved downward into the first two college years or into the high school. Even the casual observer who compares the work of his children in the 4-year high school with his own school experience is impressed by the fact that such courses as English literature, dramatics, public speaking, elementary economics, sociology, chemistry, physics, and other subjects, which constituted much of his own freshman and sophomore work in college, are now offered in the 4-year high school.

Such studies as have been made of training for professional fields indicate

that the periods of preparation for these fields are not entirely satisfactory. Take for example the field of legal education. In 1900 only two law schools required two prelegal college years. In 1920, 30 schools were requiring it, and in the following six years this number increased to 81. The increase in standards for the medical profession is well known. In spite of this increase, an excess of applicants over places for entrance to the medical schools of the United States and Canada is noted in the *Seventh Yearbook of the Department of Superintendence*, and the comment is made that "schools tend to select from the applicants those showing the longest preliminary education."

#### *Engineers Need More Social Studies*

Similar trends are noted in the professional fields with the single exception of engineering, a field in which the longer courses once tried have been abandoned by all the colleges except Columbia, Dartmouth, and Northwestern. Yet in spite of this apparent failure to lengthen the course we note that a study of the opinions of graduates of engineering schools reveals the fact that "nearly 60 per cent of the recent graduates feel the need for more training in business and economic subjects, and more attention to English."

Finally, the experience of those older countries which have contributed to the development of western civilization clearly indicates that eight years of the pupils' life are required to accomplish the purposes of secondary education.

All these considerations seem inevitably to point to the truth of the proposition advanced in our opening paragraph, namely, that two secondary school units of four years each, preceded by an elementary course of six years, will meet the demands which American society of the day makes upon the secondary school, and that the necessity for reorganization clearly exists.



## McGill Expands Research in Paper-Making

A pulp and paper research institute has been established at McGill University, Montreal. It is made possible by cooperation of the Canadian Pulp and Paper Association, the Dominion Government, and the university, and it was opened recently by the Governor-General of Canada. The new laboratory is the outgrowth of research work carried on for 16 years by the Department of the Interior of the Dominion Government. As an important part of its equipment it has a small pulp and paper mill designed on the latest commercial lines. It is said to be the finest laboratory of its kind in the world.



# Convention of the National Congress of Parents and Teachers

*Worthy Home Membership the General Theme. In Addition to Formal Programs, Delegates Participated in Many Dinners and Luncheons and Made Trips to Historical Shrines of Washington and Vicinity*

By MRS. JAMES WILLIAM BYLER

*Assistant Convention Chairman for the District of Columbia*

THE Thirty-third Annual Convention of the National Congress of Parents and Teachers, held in Washington, May 5 to 11, has passed into history. It was conceded to be one of the best attended, most colorful, and most inspiring conventions ever held by this organization. Education for worthy home membership was the general theme of the convention and every meeting stressed some phase of home betterment.

An almost bewildering program of meetings, discussions, classes, dinners, and luncheons, interspersed by visits to the White House, to Arlington, to Mount Vernon, and to the United States Congress for delightful recreational periods, was presented.

Numerous approaches to the important field of parent education were indicated

by the conferences of committees and bureaus, in which some of the leading experts in education and allied fields interpreted modern methods in education, and gave valuable suggestions for the development of the activities of the parent-teacher groups.

The coming together of parents, teachers, and their representatives with experts in many fields of education for the purpose of serious study of the important problems of the day; to promote the establishment of high principles and educationally sound procedures to take back to the home; to help articulate the home and the school and to find ways of adapting the home to the changing conditions of life, are some of the high purposes declared by Mrs. S. M. N. Marrs, president of the organization.

Dr. William John Cooper, United States Commissioner of Education, in his address on Home Membership under Modern Conditions, stated that the high lights of the present situation seem to be that social controls over the home have been relaxed; that the character of the home has been revolutionized by the introduction of power-driven machinery; that the home is beset with new complications by opportunities for employment that take the members of families away, often at different hours; and that women have a novel status in the world's history. Doctor Cooper declared that the family as a social institution is a necessary factor in civilization, and that we are willing that it shall be democratic rather than autocratic.

Representing the National Education Association, Dr. J. W. Crabtree, its secretary, emphasized character training as a fundamental need in the teaching of children to-day. He declared, "The parents of America, the teachers, and all citizens interested in the welfare of children, are looking to our great national organizations for information and guidance. Let us try to meet our responsibility as to character training on the part of the youth of the Nation as the largest and most fundamental problem of civilization."

As master of ceremonies at Arlington, presiding officer of the meeting at which



The picture made at the White House shows from left to right in the front row, Mrs. David O. Mears, Mrs. A. H. Reeve, Mrs. S. M. N. Marrs, The President, Mrs. Hoover, Mrs. Edward C. Mason, Mrs. Giles Scott Rafter, Mrs. Louis T. DeValliere, and Mrs. Hugh Bradford. Dr. Randall J. Condon is kneeling



the legislative program of the organization was discussed, leader of the round-table conference on education, chairman of the resolutions committee, and acting in several other capacities throughout the convention, Dr. Randall J. Condon, superintendent of schools of Cincinnati, made a distinct contribution to the success of this convention. Two former national presidents, many of the original founders, and many past State presidents were among those who attended the functions.

Mrs. A. H. Reeve, whose administration as national president made such outstanding progress in the development of parent-teacher associations, now director of the summer round-up of children and editor of the *Child Welfare Magazine*, represented the International Federation of Home and School, whose president she has been for a year. In her address on The Widening Circle, she said, "Canada and the United States will go to Geneva, not only to tell the nations there assembled what has been done on this side of the ocean to bring home and school together, but also to learn from the other countries with which we are connected what they have done to promote the cooperation of parents and teachers."

The social side of the convention was varied. Each luncheon and dinner stressed some particular activity. The "thrill luncheon" was thrilled by a visit from Benjamin Franklin in the person of Dr. Randall J. Condon, Cincinnati, who gave a characteristic talk on thrift as a force in character education. At the *Child Welfare Magazine* dinner, Princess Te Ata, in full aboriginal costume, gave a series of interpretations of Indian legends and songs.

The general session on Wednesday morning and the "rural life luncheon," Miss Florence E. Ward presiding, were honored by the presence of Mrs. Herbert Hoover. Mrs. Hoover received a spray of red roses and was made a life member of the National Congress of Parents and Teachers.

To express her appreciation of the cooperation and assistance given to her work by the District of Columbia Congress of Parents and Teachers, Judge Kathryn Sellers, of the Juvenile Court, gave a tea in the Woman's City Club to the national officers and delegates. On Wednesday morning a large group accepted the invitation of Judge Sellers to visit the Juvenile Court and see the work carried on there.

An unusual event—only to be experienced in the Nation's Capital—was staged in the beautiful rotunda of the Capitol, Tuesday from 5 to 6 o'clock, when members of the United States Congress greeted

the State delegates from their respective States. Each group rallied under a pennant bearing the name of the State, held by the State president. Guides conducted parties throughout the building, and delegates were permitted to occupy seats on the floor of the Senate and of the House of Representatives. A visit to the Library of Congress followed.

On Wednesday afternoon the delegates drove to Mount Vernon. Washington's Tomb was opened, and with appropriate ceremonies, Mrs. Marrs, the president of the National Congress of Parents and Teachers, placed a wreath on the grave of General Washington. Mrs. Giles Scott Rafter, president of the District of Columbia Congress of Parents and Teachers, laid one on Martha Washington's sarcophagus. Immediately afterward an oak tree, the symbol of the Parent-Teacher Association, was planted on the hillside above the tomb. At Arlington, on the way back from Mount Vernon, Mrs. Marrs placed a wreath on the Tomb of the Unknown Soldier in the name of the State of Texas. A visit was made to the White House where a picture was taken of the entire delegation with President and Mrs. Hoover.

The kindergarten teachers of the District of Columbia made the thousand candle holders which were used at the Founders' dinner. In each was a blue or yellow candle. During the dinner the great group of diners sang the Candle Song. At the striking of a prearranged chord on the piano, the lights went out and every tiny candle was lighted from a large candle in the center of each table; and then as the song swung into unison, each guest waved his little candle. The effect was beautiful. The honor guests at this dinner were the "founders," a group of 20 devoted women who had been present at the first gathering 32 years ago, when this great educational movement had its beginning.

Cooperation from school officials, teachers, and children lightened the burden of hospitality. The thousands of tickets which were used for the luncheons, dinners, and trips were printed by pupils of the public schools. They made also posters and signs, and helped in many other ways.



An elaborate school building program will be initiated in the latter part of the present year by the Cuban Department of Education. The new schools will be built of brick or reinforced concrete and according to modern hygienic plans. The cost is expected to be more than \$10,000,000.—*Noble Brandon Judah, American Ambassador, Habana.*

## International Kindergarten Union at Rochester

Character education, child development, curriculum progression, and the nursery school were the general themes about which were centered the deliberations of the 36th annual meeting of the International Kindergarten Union, in Rochester, N. Y., April 29 to May 3, inclusive.

The International Kindergarten Union will assume full financial and professional responsibility for publishing its official organ, *Childhood Education*, beginning September, 1929. To bring before its members the full significance of this new project and the opportunity involved, one meeting was devoted entirely to the magazine. Delegates spoke with appreciation and enthusiasm of the new venture and pledged underwriting to the extent of more than \$3,000.

### *Assumes Full Responsibility for Official Organ*

Aside from assuming responsibility for the magazine, perhaps the most significant event of the week was the discussion of possible reorganization of the organization. Although the name would indicate that the major interest of the group is the kindergarten, this is not true. For many years the close relation of the nursery school and the primary grades has been recognized and included in all committee and contribution programs. For purposes of economy and efficiency many leaders in the field of education for young children have long felt a need for the unification of the three groups of workers—National Nursery School Committee, International Kindergarten Union, and National Council of Primary Education. Conferring committees were appointed from the three organizations during the convention of superintendents in Cleveland to consider the possibility of such unification. During the Rochester convention joint committee meetings were held.

### *Will Present Plans for Affiliation*

It was then recommended that as a first step in unification a committee consider the reorganization of the present constitution, the name of the organization, and articles of incorporation to include the scope of work now covered. It was also recommended that a complete report of the committee's work be sent to all branch organizations two months preceding the next annual convention of the International Kindergarten Union, to be held in Memphis, Tenn.

Margaret Holmes, assistant director of kindergartens in Greater New York, was chosen president for the coming year—*Rowna Hansen.*



# Washington's New Type of Buildings for Elementary Schools

*Two Stories, with Little Excavation, Best Suited to Young Children. More Ground Space Occupied but Building Economical Nevertheless. Auditorium and Gymnasium in Center With Class Rooms in Each Wing*

By ROBERT L. HAYCOCK

*Assistant Superintendent of Schools for the District of Columbia*

SCHOOLHOUSE construction in the National Capital has been moving forward steadily under the impulse of its 5-year building program involving an expenditure of approximately \$20,000,000. This program received the legislative sanction of the Congress of the United States, approved by the President in 1925.

The purpose of the act, as stated in its preamble, was "to provide school buildings adequate in size and facilities to make possible an efficient system of public education in the District of Columbia." Another aim stated in the law was "to provide in the District of Columbia a program of schoolhouse construction which shall exemplify the best in schoolhouse planning, schoolhouse construction, and educational accommodations."

Under the provisions of this law, 15 new elementary school buildings and 27 additions to existing buildings were authorized. The same legislation also provided for eight new junior high schools and additions to five existing junior high schools.

This ambitious building program centered a task of vast proportions in the office of Albert L. Harris, municipal

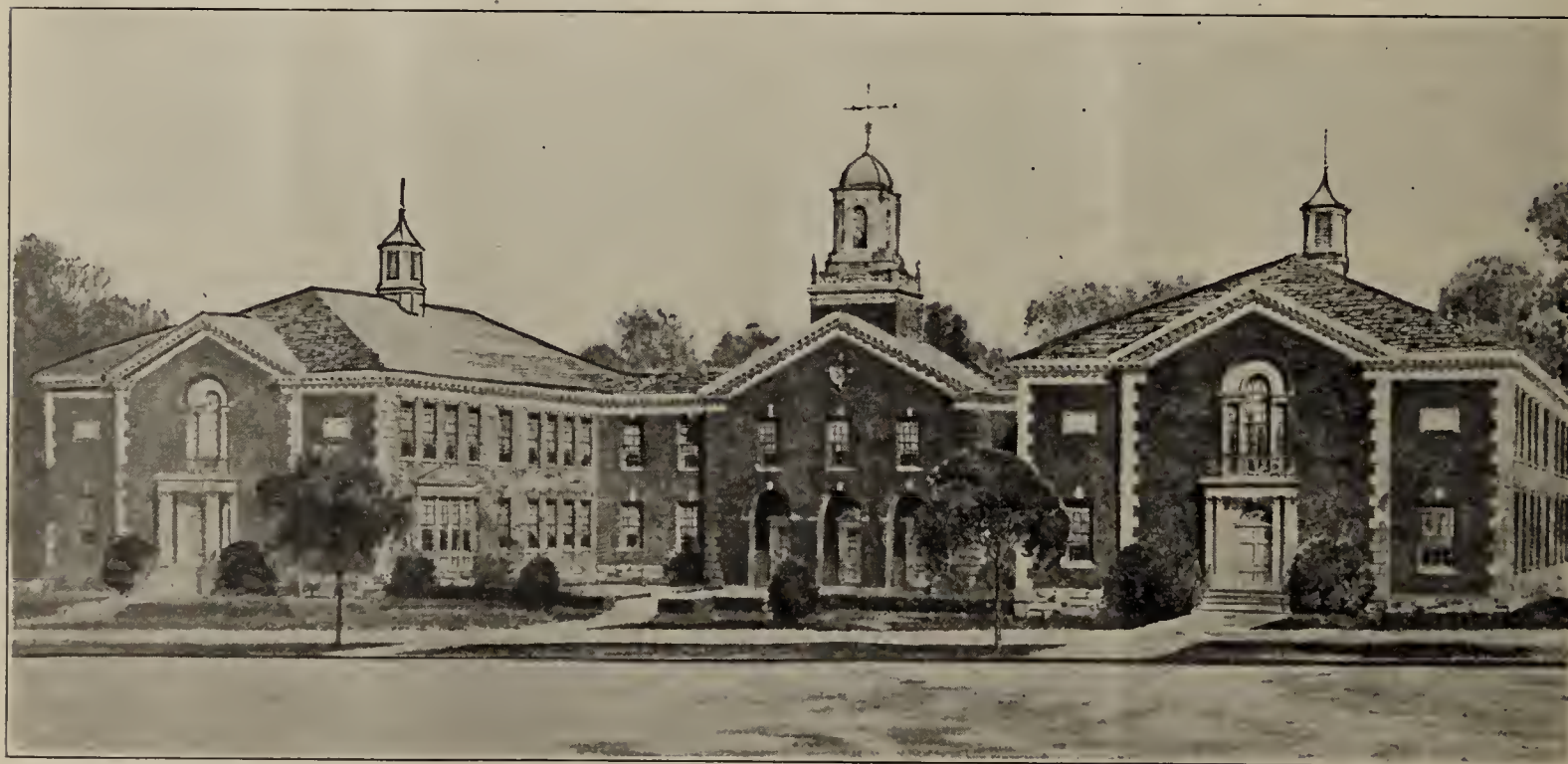
architect of the District of Columbia. Accompanied by Dr. Frank W. Ballou, superintendent of schools, and others, the architect visited a number of leading cities especially those engaged in extensive schoolhouse construction to consult school architects, to see the latest types of buildings, and to gather available information essential for the launching of the big program.

Washington, like many other cities, has been changing its 8-4 plan of school organization into a 6-3-3 plan, whereby senior and junior high school units and elementary school units are to occupy separate buildings. What Mr. Harris desired to evolve, therefore, was a distinctive junior high type of building and a suitable elementary type adapted to the needs of children in grades 1 to 6. It was decided that these buildings should not be larger than 16 to 20 rooms for elementary buildings, and the capacity of junior high schools be 800 to 1,000 pupils. It was to be expected that difficulties would be experienced by the architect in projecting a single type of building satisfactory for all conditions. Here and there modifications have been necessary

because of size of site, contour of ground, and other such conditions. In general, however, the architect has found it desirable to set up his plans around a common model.

All excavating was reduced to a minimum because construction below ground is expensive and such rooms are usually undesirable for school purposes. The only excavated area is that set apart for the heating plant and the janitor's quarters. A 3-story plan was developed for junior high schools; and a basement and 2-story plan (all above ground) was at first adopted for the elementary school type. On the basement floor in the elementary building provision was made for kindergarten, special activities, lavatories, and play rooms. This kind of building was not altogether satisfactory for young children; it was practically a 3-story building; the children were too far from lavatories, and there was waste space on the basement floor. Although these first elementary buildings were compact and comparatively economical from the standpoint of cubage, they gave one a feeling of restriction and afforded little opportunity for architectural elaboration.

A more desirable type of elementary school has been developed recently by Mr. Harris, more pleasing in proportions and ornamentation, and better adapted to all purposes. Whereas the former type was shaped like the letter T, the new type may be conceived as like the letter E, with the tongue of the letter reversed. Reduced to two stories the building covers more ground area. Between two wings a central auditorium unit, ornamented by an attractive cupola, is set back thus affording more light and



The features of the recently adopted plan for elementary school buildings in Washington include a central auditorium and classrooms in the wings



air to all parts of the structure. Using the colonial style of architecture, many pleasing effects have been developed here and there in a most satisfactory way. The approach to the main entrance is made attractive by appropriate landscaping and by a small fountain if desired. Improving the outlook upon this garden spot, bay windows are provided in the rooms facing the front area from the two wings.

Systematic study and attention is given in Washington to the proper treatment of the grounds surrounding school buildings. If a thing of beauty is to be a joy forever, there is good reason for making school surroundings more attractive. Evergreens, privet hedges, and ornamental shrubs are now used in landscaping in connection with the development of lawns, especially at the fronts of the schools. At the rear are the play spaces, and if areas are large enough, a vegetable garden is appropriately placed. If possible, a concreted area is conveniently located near the building for outdoor physical exercises. Teachers look upon this as especially desirable at times when the ground is soft or muddy during spring thaws.

On the ground floor a combination assembly-gymnasium is provided in the central unit. Because of the age of the children very simple equipment is installed for the gymnasium. A moving picture booth is provided. In each wing two lavatories have been provided on each floor. There is an industrial arts room for boys, and another for girls, equipped appropriately to meet their respective needs. Offsetting the additional cubage required in this type of building, the architect has installed at the rear of each classroom, wardrobe cupboards for the children's wraps instead of the usual cloak rooms. On the second floor over the main entrance is a large alcove which may be used very effectively for exhibits or as a museum. There have been provided an office for the principal, the usual storerooms, and a well-equipped teachers' room with a kitchenette.

Taking it all in all, there are reasons for believing that this new type of school which has been developed in the Nation's Capital is a decided step forward in attractive school building, well adapted to elementary children and affording opportunities for instruction along the most acceptable modern lines.



Enrollment in public elementary schools of Portland, Oreg., is 34,012 pupils; 25,616 of them, 75.3 per cent, are in platoon schools.—C. R. Halloway, Assistant Superintendent, May 20, 1929.

## Minnesota's Certificate Law Embodies Approved Principles

*Teachers' Examinations Abandoned and Certificates Issued Solely on Basis of Credentials. Seven Types of Certificates Provide for All Conditions. New Law Sets Up Workable Standards and Opens Way for Advancement*

By J. M. McCONNELL

Commissioner of Education for Minnesota

THE Minnesota Legislature at the 1929 session made its principal contribution to educational progress in a new teachers' certificate law. The bill was prepared and presented under the direction of the State department of education, with the cooperation of the teacher training institutions, and was supported by the educational forces and school boards of the State. It was introduced as a committee bill in both branches of the legislature and, without amendment, passed in the senate with no opposing votes and with only negligible opposition in the house.

Although the new law repeals all previous certificate laws, many of which had become antiquated, it makes no radical departures from present administrative practice. Neither the schools nor the teacher-training institutions will be disturbed in the process of adjustment. In keeping with the established policy of the State, teachers in service are not affected by the new provisions.

All certificates are to be issued by the State department of education on the basis of completed courses of training in accredited teacher training institutions, either public or private. Teachers' examinations, which in Minnesota have come to be little used, are discontinued altogether. Teachers from other States will be certificated on the basis of equivalent training in corresponding accredited teacher-training institutions. All certificates are issued for two years and are renewable for five years more. After five years of successful teaching in the public schools of the State, a life certificate may be obtained. The power to suspend or revoke is vested in the State board of education for causes and under procedure defined in the law. Certificates name the field for which the teacher is legally qualified and indicate the subjects or particular work for which he is especially trained.

The following is a brief summary of the certificates included, with their basis and value:

The elementary school standard certificate is issued to graduates of the 2-year course in elementary education of the teachers colleges, and qualifies the holder to teach in elementary schools.

The elementary school advanced certificate is issued to graduates of a 4-year course in elementary education of a State teachers college or the College of Education of the State University. It qualifies the holder to teach in elementary schools and, when training is so indicated, in junior high schools.

The elementary school limited certificate is issued on the basis of one year of training for rural teaching in a high school teacher-training department (after high-school graduation) or in a State teachers college. It qualifies the holder to teach in ungraded elementary schools, except accredited or superior schools. It may be renewed, but can not become permanent.

The elementary school special certificate qualifies the holder to teach the subjects named and is issued to graduates in such courses of the State teachers colleges, the College of Education, or other accredited training institutions.

The high-school standard general certificate is issued to graduates of a 4-year course in high-school education of the College of Education, a State teachers college, or an accredited liberal arts college. It qualifies for teaching academic subjects in high schools, senior or junior, and in the seventh and eighth grades of schools organized on the 8-4 plan.

The high-school standard special certificate qualifies the holder to teach the subjects named in either high or elementary schools. It is issued to graduates in such courses of the College of Education, a State teachers college, an accredited liberal arts college, or technical training institution.

The high-school advanced certificate, either general or special, is issued to the holder of a corresponding standard certificate who has completed one year of graduate work approved by the State board of education, and qualifies for teaching in high schools and junior colleges.

The law authorizes the State board of education to fix other qualifications with reference to special training and experience for persons holding basal certificates to qualify them as superintendents, principals, or supervisors. No contract is legal, unless such certification has been secured.



# Ohio School of the Air Certain to Continue Two Years More

*Success Achieved Moves State Legislature to Appropriate Funds to Maintain Experiment Under Favorable Conditions. Broadcasting Done by Powerful Station in Cincinnati. Many Lessons Come from Ohio State University. Lesson Leaflets Distributed in Advance Essential to Complete Success. Privilege of Hearing National Leaders and Famous Musicians and Literateurs One of Greatest Blessings from Radio*

By B. H. DARROW

*Director of Educational Broadcasting, State of Ohio*

THE Ohio Legislature, in its recent session, appropriated funds for the continuance of the Ohio School of the Air for the next two years. This marks a new milestone in education and in radio. For the first time, State funds are to be used for the extension of elementary education through the use of radio broadcasting. Still more significant, the Ohio senate and house provided the funds without a dissenting voice. They were favorably disposed from the first, apparently because of the expressed interest of their own families and local communities. They also knew that the "school" was attended by pupils in more than a score of States and Canada as well as by hundreds of classes in their own State.

## *Extensive Study Led to Undertaking*

The effort grew out of studies made by the Payne study and experiment fund of New York during the winter of 1927-28. The survey made then included reports from superintendents and principals representing 46,000 American classrooms, which indicated a very live interest in the possibilities of broadcasting for schools. Those replying to the questionnaire estimated that 44 per cent of their schools would be equipped for receiving if such broadcasts as had been suggested were available on the air. They also gave the following evaluation of the comparative desirability of subject matter. The figures quoted indicate their comparative preference: Music appreciation, 195; geography and travel, 115; literature and English, 83; health and hygiene, 78; history, 73; current events, 55; civics and citizenship, 39.

In October, 1928, the writer challenged Dr. John L. Clifton, director of education of the State of Ohio, to give radio education a fair trial. Doctor Clifton responded that he would be delighted to do so, but that he had no radio station and no funds with which to furnish talent or administrative leadership. To overcome these difficulties, a radio station offered to carry the broadcasts for several months free; and the Payne study and experiment fund

offered to take care of the administrative expense. Then Doctor Clifton welcomed radio broadcasting into his department, and plans were laid for the first day of school in early January, 1929.

In spite of the successes noted the Ohio experiment failed to carry out one very definite part of the experiment; that is, the provision of thoroughgoing lesson leaflets for use by teacher and pupils in advance, as well as during and following the broadcast. This is yet to be done satisfactorily in this country. England has provided such leaflets during its six years of broadcasting schools; the English leaflets are sent post free to all parts of the realm. Advance programs and some lesson materials were, however, sent to all Ohio schools requesting them.

Broadcasting started on January 7. In addition to the regular program outlined, many special features were added from time to time. These included the inauguration of the Governor of Ohio; a session of the Ohio Senate and of the Ohio House of Representatives; readings by Edmund Vance Cooke and Edwin Markham; special talks by educational leaders, such as Dr. Randall J. Condon, of Cincinnati; Helen Field Fischer, of Iowa; Dr. J. L. Clifton, of Columbus; the Governors of Ohio and Kentucky; Captain Fried; Mr. Armstrong Perry; the Hoover inauguration; Jackie Coogan, telling the geography students of his tour of Europe; and others.

## *Audience of 100,000 Listened*

In the survey which preceded the launching of the broadcasts, more than 1,200 schools signified their intention of equipping with radio sets if the broadcasts were given. An audience of more than 100,000 boys and girls were listening after a very few broadcasts, and day by day the number of listening classrooms has increased until the original number has more than doubled. A thorough study of results is now in process, but a number of facts are already safely fixed.

The story plays and rhythmic, designed for the first four grades, according to all reports, have given well-nigh

general satisfaction. The leader, Mrs. Alma Ruhmschussel, of the physical education department of the Dayton (Ohio) schools, succeeded in sending a pleasing personality through the microphone and into the hearts of the boys and girls, so that teachers reported that the children looked for her visits almost as if she were coming in person.

The series on health centered the attention of the boys and girls on those things which they themselves can do to assure continued health. The personality of the doctor or of the nurse, speaking from experience, provided more interest than their words in any textbook would have aroused. This course was not complete because sufficient material was not sent the schools in advance. This can be remedied in the future.

## *Interested Listeners in the Homes*

The current events period was given each week by Harrison M. Sayre, managing editor of *Current Events* and other school publications. He spoke in the language of the high school and upper grades, and apparently succeeded in building up a splendid body of listeners not only in the classrooms but also in the homes.

The history dramalogs were presented in the desire to add a spirit of actuality to history, to live over again within hearing of the audience some of the crucial incidents of the Nation's existence. Inasmuch as dramalogs were not available in advance but had to be written during the period of broadcasting, some schools may not have prepared their pupils thoroughly for the broadcasts. A complete series for next year is now being written and will be woven into a well-articulated course.

Five talks on chemistry for the high schools were well received. Only students of chemistry were advised to listen. The School of the Air is requested to offer a longer series on chemistry and to add a series on physics.

A series on art appreciation was led by Dr. Henry Turner Bailey, of the Cleveland Art Museum and School of Art.



The schools provided themselves with prints of Volk's Lincoln, the Angelus, Song of the Lark, The Vigil, Aurora, Whistler's Mother, The Boy and Angel, Santa Fe Trail, Behind the Plow, Joan of Arc, Fog Warning, St. Francis Preaching to the Birds, Spring Dance, and Corot's Spring. With the print of a great masterpiece before the listeners, Doctor Bailey and Mrs. J. E. Clark, director of art for the Ohio Federation of Women's Clubs, told intimate stories of the artist and his work, interpreting the features which make it a masterpiece. The Ohio Federation of Women's Clubs helped to promote the series both in the schools and through their own clubs. The course will be continued.

#### *Children Hear Proceedings of Legislature*

The purpose of the series on Civil Government, by Those Who Govern, was that of giving the children the benefit of direct messages from the officials on the duties of their offices. The governor, lieutenant governor, secretary of state, attorney general, auditor, treasurer, and directors of education, agriculture, commerce, health, finance, public works, welfare, etc., and the Chief Justice of the Supreme Court taught the pupils. In the series was introduced for the first time in the history of the Nation, a broadcast of a session of the State senate and one of the house of representatives. Both branches of the legislature cooperated by scheduling bills which would be interesting to the listening classrooms. The pupils heard a typical session and learned a great deal of the procedure. The inauguration of the Governor of Ohio and the inauguration of the President of the United States were eagerly listened to by hundreds of classrooms. Teachers report increased interest in everything that pertains to government.

A series of five lessons on aviation answered many questions concerning aviation which young America is asking. The day dreams of modern youth are of air travel. The course was conducted by Merrill Hamburg, airplane editor of *American Boy* and organizer of the Airplane Model League of America. Many of the leagues, comprising 300,000 members, were enthusiastic followers of the course.

#### *Mothers as Well as Children Interested*

A 20-minute period each week was given to stories for first, second, and third grades. These stories naturally dealt with playthings, pets, flowers, birds, bird calls, etc. In the majority of broadcasts the story-tellers held their audiences, not only of children in the classrooms but of thousands of mothers and little children in their homes.

Stories for fourth, fifth, and sixth grades presented selections from Kipling, Roland, Robert Bruce, Tar Baby, Irish Fairy Stories, Hans Christian Andersen, Clocks

of Rondaine, Master Skylark, Peter and Wendy, etc. The listening schools used a class period for retelling the stories, discussing them in class, writing essays, etc. The course will be continued.

The stories for seventh and eighth grades did not have the large audiences that other features had, due in part to the fact that many other program features were of special interest to that age group.

#### *Poets Read From Own Compositions*

Edmund Vance Cooke and Edwin Markham read from their own poems and gave special messages to each of the age groups. Both poets so delighted the pupils that there was insistence that they read again. Both accepted and assisted in obtaining the promised participation of other nationally respected and loved writers, so that next year's program will be very much enriched by a series of talks on the poets of the past, given by living poets, and by similar presentations by novelists and others of the literary clan. This year's efforts prove that this touch with living celebrities is thoroughly productive of increased interest. It results in a motivation of pupil activity.

One of the repeated requests from high schools was that for Shakespearean plays. Accordingly, a cast was organized from the players of the Stewart-Walker Theaters and the Schuster-Martin School of Drama, Cincinnati. The Walker and Martin players presented the Merchant of Venice, As You Like It, Hamlet, and Julius Caesar. These were apparently greatly appreciated, but little more than *She Stoops to Conquer*, *Servant in the House*, *Ingomar*, and others. All plays were given in two or three parts.

#### *Travel Talks Aided by Advance Outlines*

The original aim of the geography course was to present travelogs, emphasizing the traveler's impressions and the underlying geographical facts bearing upon the country visited, but it was found necessary to stress the latter. Professors Martin and Bergesmark, of the University of Cincinnati, gave the first five of a series on geography, describing countries of South America. Dr. W. R. McConnell, of Miami University, then took the boys and girls on a tour of Europe. Judging from all reports, the geography series was highly appreciated. A few of the expositions were in dramatized or travelog form, with accompanying sounds that are lacking in ordinary classroom instruction, such as the national anthems of each country, a little of the language, and a vividly interesting story. The questions on each broadcast were sent out in advance. This added materially to the success of the series. Some teachers seem

able to make very complete use of the broadcasts without outside help, but the majority of them need the assistance of lesson leaflets in preparing for, receiving, and following up the broadcast in such a manner that it may be an integral part of their daily school program.

Auditorium listening is not practical and should be considered only as a temporary makeshift. The confusion of large groups, the "picnic" or "lark" spirit, and the difficulty of hearing will ruin such audition. The classroom is ideal. With pointer to map, the teacher becomes an assistant to the visiting teacher of the air. Teacher or pupil may make notes on the blackboard or follow the directions of the teacher at the microphone.

#### *Loud Speaker in Each Classroom*

The tendency in the Ohio development is toward equipping each large school with a master receiving set, switchboard, and loud speaker outlets in each classroom, so that broadcasts may go to any or all classrooms as desired. Many schools are adding microphones, so that a superintendent may talk to an entire school or any desired classrooms. Some are including telephone connections and fire alarms, using the same wiring for all purposes. Many are providing low-wave as well as high-wave reception, and are looking forward to adding television.

Every boy and girl deserves this contact with genius; they should feel the pulse of progress directly as well as through the medium of cold type. Textbooks have been the only way of carrying the world to the child. They will not be displaced, but their function may be changed.

We should learn to use radio as we now have it, not only for its present benefits, but still more that we may be ready to use television and radio movies. All the world may soon flow through the classroom, not to distract, but to energize study, to motivate, to add joy to the journey. This it can and will do if educators give thoughtful direction.



### More Than a Fourth Have Aural Defects

That 10 per cent of the students in the High School of Commerce, New York City, are hard of hearing, and 28 per cent have some aural defect, is shown by a recent inspection of 2,678 students. Adjustments in class work have been made, and follow-up work has been undertaken to correct such defects as are remediable. Parents have been notified, and advised to consult a specialist or a clinic in order that the exact condition may be determined and hearing conserved as much as possible.



# New Books in Education

By MARTHA R. ...

Acting Librarian, Bureau of Education

COUNTS, GEORGE S. Secondary education and industrialism. Cambridge, Harvard university press, 1929. 70 p. 16°. (Inglis lectures in secondary education, 1929.)

The subject for this lecture was chosen by the author because of his own interest in it, and because it is one in which Alexander Inglis, the man in whose honor the lectureship was founded, was deeply interested. The changes in the social order and in industrial civilization have demanded changes in our school system, especially in the public high schools. The expansion of the curriculum, the searching for new devices and subjects, the introduction of activities outside of the classroom, the reorganization of the "educational structure" which resulted in establishing junior high schools and junior colleges, all show the extraordinary changes taking place. The rapid growth of the high-school population is also dwelt upon and the accompanying evolution and development of the industrial world and its inventions, railroads, telephones, automobiles, airplane, radio, etc. The author thinks that "if educational thought is to be effective in modifying practice, it must keep close to society."

CRAWFORD, CLAUDE C., and McDONALD, LOIS P. Modern methods in teaching geography. Boston, New York [etc], Houghton Mifflin company [1929]. xi, 306 p. 12°. (Riverside textbooks in education, ed. by Ellwood P. Cubberley.)

The new interest in geography that has gained headway since the World War has demanded new methods of teaching it. New national interests and new international conceptions were brought out as a result, and many new problems arose in which everyone was interested, particularly in the way of relating current events with the teaching of the subject. The teaching of geography has been transformed. This book presents three viewpoints—that of the classroom teacher of geography, that of the research worker, and that of the university professor of education. It may also serve as a text in teacher-training courses. Teaching material is given at the chapter ends, with a list of tests adapted to the content of the chapter and a bibliography of selected references.

GATES, HERBERT WRIGHT. Missionary education in the church. Boston, Chicago, Pilgrim press [1928]. 227 p. 12°.

This book is the result of a systematic effort on the part of a number of evangelical denominations and State councils, cooperating through the International council of religious education, to train teachers and leaders for their responsibilities in this type of work. It attempts to supply information concerning practical methods and available materials for thorough training in religious educational fields.

HARPER, W. A. Character building in colleges. New York, Cincinnati [etc.], The Abingdon press [1928]. 237 p. diags. 12°.

The author has attempted to show the great need for careful preparation of programs in our higher educational institutions that shall incorporate effective methods of building character. Bearing in mind that the colleges are turning out the leaders in all spheres of life, programs should be organized that include sufficient religious education and training "to develop Christian attitudes, loyalties, and

ideals." Material is presented giving an educational view of Jesus and youth, the objective in education, Christian character, the curriculum and Christian education, the Bible and religious education in colleges, etc.

MAXFIELD, KATHRYN E. The blind child and his reading. New York, The American foundation for the blind, 1928. xiv, 215 p. illus., tables, diags. 12°.

This is a handbook for teachers of primary Braille reading. Teaching reading to blind children is in some ways similar to teaching children with sight. There are changes that should be made, however, in the methods used in order to adapt conditions to the peculiar needs of blind children. The book is intended to show inexperienced teachers of the blind what fundamental and important changes are needed in their method of teaching reading to the blind. It is also intended for teachers in service as it suggests new methods, or improvement in the old.

MENDENHALL, EDGAR. The city school-board member and his task. A booklet for city school board members. Pittsburgh, Kans., College Inn bookstore, 1929. viii, 104 p. tables, diags., illus. 12°.

This volume presents information intended to be useful to members of school boards who are confronted with problems that are new and puzzling, and to whom a carefully prepared program that has been successful elsewhere will be welcome. Much of the success of the school system of any community depends upon the intelligent and efficient administration by boards of education and superintendents. The author presents his material in the form of questions and answers under the topics: The city school board member and the superintendent, teachers, community, school-board meetings, building program, school finance, etc. "Selected references" are presented in the appendix.

NYQUIST, FREDRIK VICKSTROM. Art education in elementary schools. Baltimore, Warwick and York, inc., 1929. 160 p. 12°. (University research monographs, no. 8.)

Among other subjects discussed in this book is the scope of elementary art education. The author treats four major experiences in current art courses, namely: Drawing, design, construction, and appreciation. Each of these themes is developed in a separate chapter, furnished with methods of teaching the different subjects and description of the best practices, and suggestions given for enriching the field.

PAYNTER, RICHARD H., and BLANCHARD, PHYLLIS. A study of educational achievement of problem children. New York, The Commonwealth fund, Division of publications, 1929. x, 72 p. tables. 8°.

This volume follows three previous studies on problem children published by the Commonwealth fund, namely: Three problem children; The problem child in school; and The problem child at home. The study is based on the records of child-guidance clinics in Los Angeles and Philadelphia, the clinics being conducted by the national committee for mental hygiene as part of the Commonwealth fund program for the prevention of delinquency. Prob-

lem children are children who present problems of personality and behavior, and the study is based on case records. The results of the study, which were quite unexpected, are set forth in Chapter IX, as conclusions.

PURDON, T. LUTHER. The value of homogeneous grouping. Baltimore, Warwick and York, inc., 1929. 99 p. tables. 12°. (University research monographs, no. 1.)

The purpose of the study was to investigate the value of homogeneous grouping of students on the basis of intelligence tests. It is an attempt to discover what is actually accomplished by grouping students of the same intelligence quotients determined by administering group intelligence tests. It is interesting to note that the first attempt at homogeneous grouping on the basis of intelligence, according to this author, was made as early as 1867 by former United States Commissioner of Education, William T. Harris, who at that time was superintendent of schools at St. Louis, Mo. Suggestions are offered for studying the problems involved in the plan, the attack, interpreting results, etc.

WICKMAN, E. K. Children's behavior and teachers' attitudes. New York, The Commonwealth fund, Division of publications, 1928. 247 p. tables, diags. 8°.

The subject studied was that of the behavior problems of children and the interpreting of teachers' responses to their behavior. The field was a public school of Cleveland, Ohio. In examining the teachers' attitudes toward the behavior of their pupils, the author investigated their habitual mode of regarding child behavior with reference to the kinds of behavior they considered undesirable or unwholesome; their customary responses to these problems; their opinions and purposes that lead them so to evaluate and respond to this pupil behavior. Such an investigation of how teachers behave when children misbehave, in order to learn their reactions, leads to a psychology of teachers' attitudes, and consideration of the influence of these same attitudes in the child's after life. It should be of use in constructive work in child guidance at a favorable time in the child's career.

WILLIAMS, JESSE FEIRING. Topical sources for "Personal hygiene applied." Philadelphia and London, W. B. Saunders company, 1929. 97 p. 12°.

The author, who is professor of physical education at Teachers College, Columbia University, offers this book as a teaching help for users of his previous volume, "Personal hygiene applied." Fifty topics were selected and listed on which students may prepare term reports, the choice of topics having been made with the special object of opening to them fields of interest in hygiene. Source material is also suggested in an extensive, classified bibliography on all the topics treated in the volume.

Fatalities due to highway accidents among the children under 16 years of age in New York City in 1927 were 408; the number in 1928, according to the report of the superintendent of schools of that city, was 325, a reduction of more than 20 per cent. Among the elements reported as figuring largely in this improvement are an intensive campaign for safety carried on by the schools and an increase in the number of playgrounds.



## A POWERFUL INFLUENCE IN PRODUCING CHARACTER




THE discipline of the elementary school builds up in a very powerful manner the sense of individual responsibility. Each child feels that he is responsible not only for what he does intentionally, but what he neglects to do in the performance of his school duties. This is the most powerful influence which a well-disciplined school exercises towards the production of character. The child subdues his likes and dislikes, adopts habits of regularity, punctuality, silence, and industry. His industry takes the form of two kinds of attention: First, the critical attention to the work of the class and the criticisms of the teacher; and second, to the mastery of his own set task by his unaided labor.

WILLIAM T. HARRIS



## LOCAL INITIATIVE AND SELF-RELIANCE MUST NOT BE WEAKENED

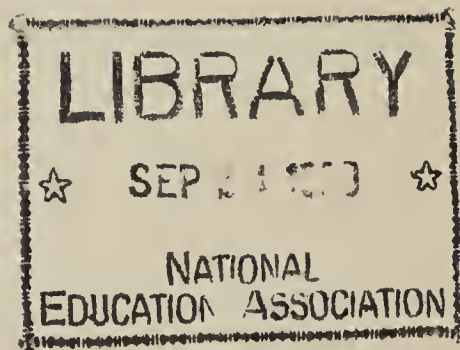
E CAN NOT rise higher than our source. That source in government with us is local. The family and the local community must be the places where citizenship is built and where the fiber of the Nation is strengthened and its forces recruited. Too much help from afar is harmful to the initiative and self-reliance requisite for character in a community. The place of the National Government is not that of supplying funds in large amounts for carrying on the administrative functions of education in the communities, but to develop methods, ideals and procedures, and to present them, to be taken on their merits. The National Government, too, can give widespread information on procedures, can report on what is actually going on in different parts of the country and in the world, and can unify to some extent the objects of those in the field of education in so far as unification is desirable. There is a distinct place for this sort of thing in the administrative side of the National Government, but it should not be recognized as an administrative position with large funds at its disposal. A Department of Education, similar to the other Departments of the Government, is not required. An adequate position for education within a Department and with sufficient financial support for its research, survey, and other work is all that is needed. Great gains are possible in our whole educational scheme through national leadership provided in this way.

—RAY LYMAN WILBUR  
*Secretary of the Interior*











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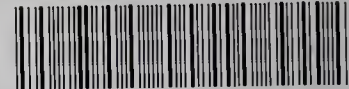
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